

NO
BALL
GAMES

Future
Every Child's Matters
^

Every Child's Future Matters

Acknowledgements

We would like to extend our thanks to all of the local authorities who participated in this project and to the invaluable perspectives that their staff brought to this work. We would also like to thank our two research partners – the University of York and the new economics foundation – for their positive and insightful contributions to this project. Many people have contributed ideas at the review stage of this paper for which we are extremely grateful.

This paper was supported by the Department for Children, Schools and Families through its partnership contract with the Sustainable Development Commission.

Drafting team Dr Jake Reynolds, Rebecca Gibbs and Louise Lord with support from Anne Power, Waheed Saleem, Kay West and members of the SDC Secretariat.

Contents

Foreword	5
Executive summary	6
A Introduction	8
B Children's wellbeing and the environment: what does the research say?	11
1 Be healthy	12
2 Stay safe	14
3 Enjoy and achieve	16
4 Make a positive contribution	18
5 Achieve economic wellbeing	20
C Enhancing the delivery of Every Child Matters	23
1 Be healthy	26
2 Stay safe	28
3 Enjoy and achieve	30
4 Make a positive contribution	32
5 Achieve economic wellbeing	34
D Priorities for action	37
E Moving forward	45
1 Central and regional government	46
2 Local authorities	48
3 Delivery partners	51
Further resources	52

Note for the third edition April 2010

This document is now in its third print run. Since its publication in 2007, we have seen a growing recognition of the importance of sustainable development for children, young people and families. We recognise that, since 2007, some of the research has aged but as demand remains high we feel it right to republish while the need exists. While some research data has been updated, we have focused our revisions largely on the changing nature of the policy landscape, reporting progress that has been made across government on areas influencing children's wellbeing.

The Department of Children Schools and Families (DCSF) has published its third Sustainable Development Action Plan (2008-2010) *Brighter Futures – Greener Lives* in 2008, and its fourth (2010-12) in 2010. DCSF's first national Play Strategy (2008) together with £235 million of dedicated investment brings to life the Government's aim to create places to play in every residential community including a focus on traffic.

The Department of Health's (DH) physical activity plan, *Be Active, Be Healthy: a plan for getting the nation moving* (2009) sets out new ideas on improving local infrastructure for walking and cycling.

The joint DH and DCSF *Healthy Lives, Brighter Futures: The Strategy for Children and Young People's Health* (2009) promotes walking, cycling and play; it also highlights the health benefits of green space. The Children's Environmental Health Strategy for the United Kingdom (2009) pinpoints

the need for environment-led action on child health and wellbeing, as does a suite of public health guidance from the National Institute of Clinical Excellence (NICE).

Recent research from the Cabinet Office, *An Analysis of Urban Transport* (2009), and the accompanying document, *The Wider Costs of Transport in English Urban Areas* (2009), recognises that poorly planned transport can lead to poor air quality, noise pollution, physical inactivity and unnecessary greenhouse gas emissions. Estimated costs to society from these issues are 2½ to 3½ times more than the costs of congestion alone. To address these issues, the Department for Transport's (DfT) *The Future of Urban Transport* (2009) sets out a vision which promotes walking and cycling and reclaims streets and public space as places for social interaction. DfT's guidelines on the use of 20mph zones and limits (2009) encourages their use in residential streets, around schools, shops, markets, playgrounds and other areas. The jointly published DfT and DH *Active Travel Strategy* (2010) has a strong focus on encouraging cycling as a way of improving local environments and health of local communities.

Statutory Guidance on cooperation arrangements for *Children's Trusts* (DCSF, 2010) highlights the ways that Children's Trusts and local housing, transport and planning partners can work together to improve outcomes for children by making better places for children to live, learn and play.

Foreword

Children are at the heart of many of our society's aspirations and it's clear that when we try we can get a lot right. The Government's decision to focus on children's wellbeing in *Every Child Matters* is a good one. Yet when we take our focus away from the things we do directly for children and look at the wider picture it's clear that many children are expected to live in polluted, noisy, concrete environments. We chip away at our green spaces and consume natural resources to the point where we threaten our own existence. What would our neighbourhoods, transport choices and environmental policies look like if they took children's wellbeing – both now and in the future – as their starting point?

These concerns are not some kind of sideshow to children's wellbeing; they are critical features of a good childhood. And yet the majority of Children and Young People's Plans contain scant reference to the environment. When it comes to listening and responding to young people's views about their needs, we have to start by asking them the right questions. Not just what facilities they would like to see provided for their recreation, but what they think is wrong and right about their communities at a fundamental level, and what they would like to see change.

At the heart of this debate is a major social justice issue among and between generations. The poorest and most vulnerable people are the ones who suffer most and first from the destruction of the environment. For example, destruction of green and open spaces in inner cities removes what are often the only places for children and

young people from disadvantaged communities to play outdoors. Similarly, we recognise the right of children to a safe, healthy, enjoyable and rewarding present – but are we acting to protect that quality of life in future? Climate change stands in the way of this at present. It has the capacity to destabilise the economy here and overseas, producing upheaval, insecurity and poverty as well as incalculable environmental damage.

Our challenge is to extend the horizons of children's policy beyond the present social and economic focus to embrace the environment as a key factor in wellbeing. Local authorities in their role as place-shapers and strategic champions for children and young people have a singular opportunity to lead this change, but they need concerted support and coordination from central government. We must do this today for all children, and we must ensure that children are being empowered to do this themselves through schools, youth services and community projects.

Bringing social, economic and environmental factors together in this way is the basis of sustainable development, a core UK Government aim. It is a necessary part of building a society that cares for its children. It should be one of our core values.

We owe it to children and young people to allow them a healthy and sustainable future. They will not easily forgive us if we continue to squander their environmental inheritance.

Waheed Saleem

Commissioner for Young People (2006-9)

Executive Summary

Every Child Matters (ECM) aims to improve the daily experiences of all young people in England – from birth to nineteen – focusing on their wellbeing, personal development and future prosperity. This paper explores the influence of the environment on children's wellbeing and is written for everyone designing and delivering services that impact on children's lives. The evidence set out demonstrates that children's environmental wellbeing – their daily experience of living and learning in the environment around them, and their options and opportunities for experiencing a healthy environment in the future – is a critical factor in their overall wellbeing.

How does this relate to the delivery of ECM and the design of children's services? ECM strongly targets children's social and economic needs – that is its inspiration. However, using a mix of commissioned research and the experiences of nine local authorities, we demonstrate that attention to the other pillar of sustainable development – the environment – provides a powerful mode of delivery of ECM outcomes. Local authorities are in a unique position to develop these connections in ways that need not add to current service obligations; in fact working in this way can provide a smarter way to achieve their existing goals. The role of Children's Trusts and housing, transport, planning and environmental partners in improving local environments is highlighted in DCSF statutory guidance for Children's Trusts (2010) following the Apprenticeships, Skills, Children and Learning Act (2009) (ASCL Act 2009)ⁱ. Moreover, the Children's Planⁱⁱ states that "sustainable development is a non-negotiable for children's wellbeing."

Many of our recommendations are for people working in children's services – broadly defined to include those developing children's policy as well as those managing and delivering specific services such as Children and Young People Partnership Boards and Children's Trusts. However, the issues highlighted are also relevant to other functions and policy interests, not least local planning, housing and transport teams, environmental services, and local authority strategists – and of course central government departments such as Children, Schools and Families; Communities and Local Government; Transport; Health and Environment, Food & Rural Affairs.

The paper is structured into five sections plus a list of resources for further reading and reference. The sections are as follows.

- 1. Introduction.** Background to the two key policy areas discussed in this paper – *Every Child Matters* and sustainable development. Also describes the sources of information on which this paper is based.
- 2. Children’s wellbeing and the environment: what does the research say?** The evidence – national and international – on the environmental dimension of children and young people’s wellbeing. Draws largely on two commissioned research reviews carried out by The University of York and the new economics foundation.¹ Snapshots of the findings are structured under the five ECM outcomes.
- 3. Enhancing the delivery of Every Child Matters.** Discussion of how sustainable development can enhance the delivery of ECM, with reference to the priorities established by the framework for the inspection of children’s services. Practical connections are drawn between the ‘key judgements’ for ECM and the evidence presented in the preceding section.
- 4. Priorities for action.** Notes three high priorities for action on behalf of children: road traffic, green space and climate change. Road traffic because of the local and global pollution this causes, road safety concerns and the need to increase safe outside play opportunities; green space because children need this for their learning and emotional development; and climate change because nobody can prosper – least of all children – in a world devastated by global warming. A child-centred perspective is urgently required in these areas; they are also consistently highlighted by children and young people as being important to their lives.
- 5. Moving forward.** Proposals for central and regional government, local authorities, and the wealth of partners delivering children’s services. A key recommendation is that children’s services people should champion children’s needs for a healthy environment now and in the future.

Our generation is the first to knowingly degrade the environment at the expense of children now and in the future – a fact that challenges much of our rhetoric about the importance of children in society. The evidence presented here suggests that it may not be possible to deliver ECM at all unless the environment becomes one of its leading considerations. Sustainable development is not an optional extra for children’s policy and services; it is a necessary part of building a society that cares for its children.

A Introduction

The DCSF's *Children's Plan* (2007)ⁱⁱⁱ aims to make England "the best place in the world for children and young people to grow up" and states that "sustainable development is a non-negotiable for children's wellbeing." The DCSF's *Sustainable Development Action Plan (2008-10) Brighter Futures – Greener Lives*^{iv} stated that "children cannot grow up into a stable and secure world unless we, as a country and as an international partner, find ways to improve our wellbeing while conserving our most precious resource, the planet." The five *Every Child Matters* (ECM) outcomes remain central to a range of initiatives that have been developed to cover the needs of all children and young people – from birth to nineteen – focusing on their wellbeing, personal development and future prosperity. The quality of the places in which children live and learn and play is increasingly recognised as key to achieving these outcomes. DCSF advocates this in its *Sustainable Development Action Plan (2010-2012)*.^v

Every Child Matters aims to improve the daily experiences of all children and young people in England. It recognises that growing up is a process of understanding yourself and your place in the world, and that this is best done in a healthy, safe and supportive context. That having the chance to enjoy life and feel a sense of achievement is good for children's self-esteem. That being involved from a young age in activities that make a positive contribution to society develops important skills for life and work. And that all of these factors can help to secure children's economic wellbeing.

We live in a truly dynamic era packed full of uncertainties and opportunities. Changes in technology, demographics and culture are occurring at an unprecedented rate as we seek new ways to increase our income and wellbeing. The fact that life satisfaction in the UK has levelled off since the 1970s (despite continued economic growth) suggests it is problematic to assume that ongoing national economic growth will lead to increased wellbeing.³ Indeed, UNICEF gives the Czech Republic a higher overall rank for children's wellbeing than several wealthier countries including the UK and the United States.⁴ Despite progress in a range of areas, economic growth has been obtained at considerable cost to the environment, and with this the ability of young people and future generations to meet their needs. Climate change is an obvious current example, but there are numerous others including the destruction of natural resources and the build

up of waste. Our generation is the first to knowingly degrade the environment at the expense of children now and in the future – a fact that challenges much of our rhetoric about the importance of children in society.

How does this relate to the delivery of ECM and the design of children's services? In this paper we explore the influence the environment has on children's wellbeing. How are children affected by their environments as they grow up, and how do they benefit or lose out from different environmental factors? ECM is strong on children's social and economic wellbeing. Using commissioned research and the experience of nine local authorities, we will demonstrate how attention to the local and global environment is a powerful means of achieving ECM outcomes.

"... there are environmental services, including the provision of green spaces and clean air, and strategies which seek to reduce carbon emissions, all of which have the potential to have a radical effect on children's wellbeing now and in the future. Children's Trust partners which provide services that relate to these issues should consider what the effect on children may be and how the provision can best to improve children's wellbeing."

DCSF's Statutory Guidance on Co-operation Arrangements, including the Children's Trust Board and the Children and Young Peoples Plan. (1.14)

DCSF's *Children's Trusts: Statutory Guidance on Co-operation Arrangements* (2010)^{vi} recognises the role of sustainable development in creating good places for children and young people to grow up. That is, local environments which encourage healthy, green and fulfilling and sustainable lifestyles. For example, the recent focus on improving the nutritional content of school meals has created a double win for many schools and local authorities. The use of locally sourced, fresh and organic ingredients has reduced 'food miles', as well as increasing the amount of fresh food children eat and decreasing the amount of toxins going into the soil and into children's mouths. It has also stimulated local employment and economic development.⁵ Similarly, a focus on good corporate citizenship in health services – using corporate resources to improve the health and wellbeing of society, the economy and the environment – can have multiple benefits from increased physical activity, regeneration of local communities and lower carbon emissions.

Our approach

The starting point of this project – which we have called Every Child’s Future Matters – is the perspective of children and their environmental needs. Academic evidence⁷ and work with local authorities form the foundation of our conclusions

and taken together with Securing the Future⁸ and the Stern Review⁹ they make a strong case for viewing Every Child Matters through a sustainable development lens.

What is sustainable development?

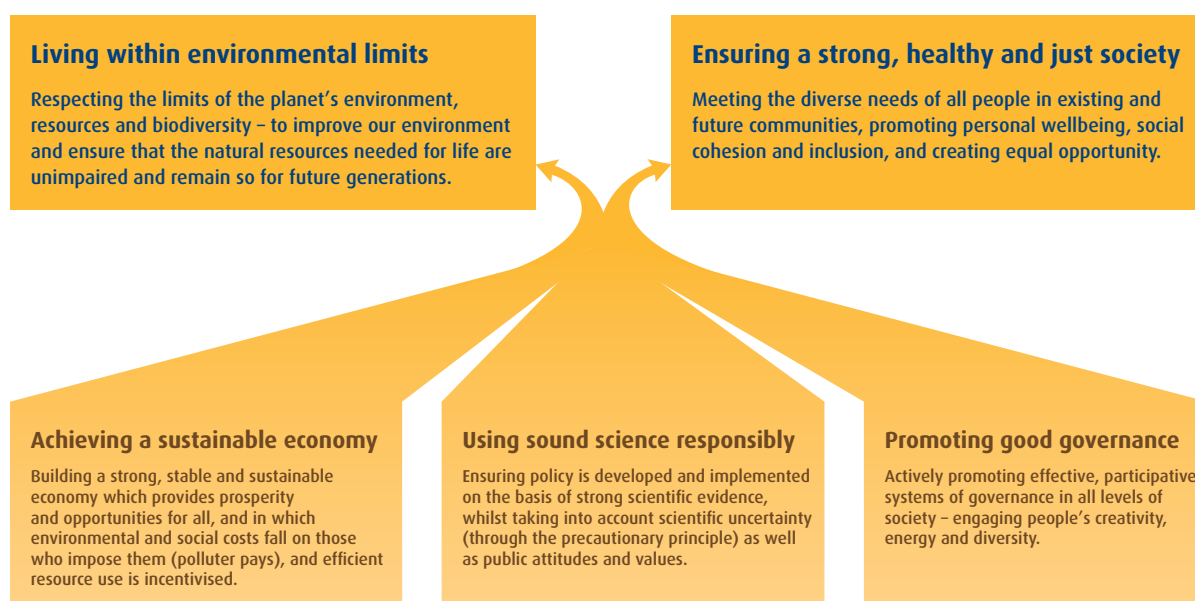
Sustainable development enables “all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations”.¹⁰ As is shown in Figure 1 five ‘guiding principles’ have been adopted by government to define the essential elements of sustainable development.

In some areas, the links between children’s wellbeing and sustainable development are abundantly clear, for example in children’s health, participation in decision-making, and economic aspirations. But it is not immediately obvious how one of the two primary principles of sustainable development – living within environmental limits – connects with the ECM agenda. In order to better

understand this link we commissioned two separate studies from The University of York and the new economics foundation (nef).

We also invited practitioners from nine local authorities (one in each English region – see Annex 1 for a list) to help us evaluate current practice and identify where the key opportunities for progress might lie. Two workshops were held over the course of the project; the period in between providing space for the practitioners to explore issues with colleagues and bring back their findings to the group. The issues raised by the practitioners’ group contributed to the nef study and have also informed this paper.

Figure 1 Five guiding principles of sustainable development



Children's wellbeing and
the environment

What does the research say?

A review of the environmental dimension of children and young people's wellbeing: Volume I, carried out by The University of York, pulled together the academic evidence from researchers in the UK and internationally. In contrast, Volume II, prepared by nef, examined some of the 'grey' literature and local authority practices in this area. Both reports used the Every Child Matters outcomes as their guiding framework and are available on the SDC's website. This section provides snapshots of the evidence found.

1 Be healthy



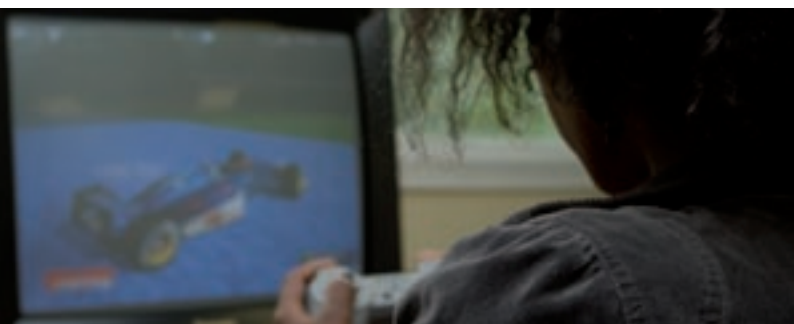
We are all susceptible to environmental hazards, but children are more so. They breathe more air, drink more water, and eat more food for their size than adults do.¹¹ Air pollution from vehicles and industrial sources makes places physically unpleasant. It is bad for health, especially respiratory health, and contributes to water and soil contamination. In recent decades, children have become less active. They walk less to school – less in general – and pursue more sedentary leisure pursuits than ever before, often sitting indoors rather than being outside. In tandem with poor diet, this is contributing to rising levels of obesity.

- Features like physical immaturity and life-style make children more vulnerable to environmental hazards. Preventing exposure is the most effective way of protecting children's health and there is sufficient evidence of potential harm to recommend a precautionary approach to environmental hazards.¹²
- Children living within 500 metres of a major road for a sustained period of time (eight years), were found to have substantial deficits in lung function compared with children living at least 1,500 metres away.¹³ UK traffic levels increased by 10 per cent between 1994 and 2004 and the trend is set to continue.¹⁴ Poor air quality is more likely to have its worst effects on people who are already susceptible to respiratory problems or cardiovascular disease and on those whose age makes them vulnerable.¹⁵
- A systematic review examining children, young people and parents' views of walking and cycling identified the need to reduce the convenience of car travel. The authors found in favour of promoting walking and cycling as 'cool', and recommend encouraging walking and cycling as part of 'good parenting'.¹⁶
- An international study has shown that the UK has the highest asthma rates in the world with 21 per cent and 25 per cent of 6-7 and 13-14 year-olds respectively reporting asthma symptoms within the last year.¹⁸
- Several studies have shown that occupants of vehicles can be exposed to internal air that is more polluted than that outside. In an Amsterdam study, the exposure of cyclists travelling the same routes was always lower than vehicle occupants.¹⁹
- Childhood (ages 2 to 15) obesity in England rose from 11 per cent to 18 per cent in boys and from 12 per cent to 18 per cent among girls between 1995 and 2005. Evidence for adults shows that using cycling to increase activity contributes to protecting against obesity – 0.5-1kg can be lost each month through regular cycling.²⁰





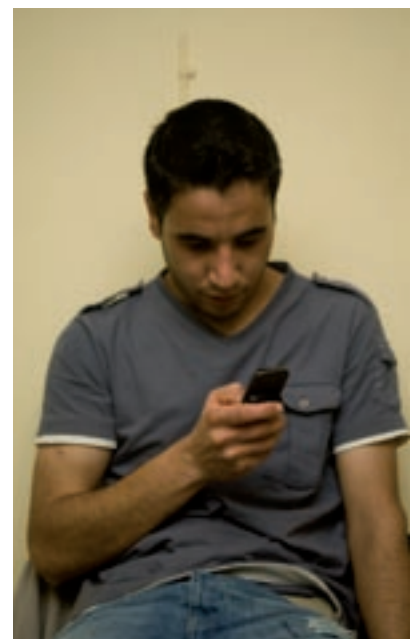
- Walking or cycling to school are still popular choices for school journeys but are becoming less so. Figures show a drop from 58 per cent in 1989-91 to 47 per cent in 2003-4.²¹ For children aged five to ten school car runs rose from 38 per cent in 1995-97 to 43 per cent in 2005.²² It is estimated that fewer than six out of ten girls and three out of ten boys obtain the Chief Medical Officer's recommended daily level of physical activity for their age groups.²³ In adults, car use and its impact on reducing weekly walking has been estimated to lead to two stones of weight gain over a decade.²⁴
- Evaluation of the Links to Schools programme finds that extending the National Cycle Network to schools has also improved young people's accessibility to work, shops, friends and recreation places.²⁵



- Even small amounts of green space (this term is used throughout as a shorthand for the parks, play areas and natural habitats accessible to a community – urban or rural) are shown to have qualities that facilitate relaxation and recovery from mental fatigue and stress.²⁶ Merely viewing nature through a window has health benefits. Time spent in green space has particular value for children with symptoms of attention deficit hyperactivity disorder, benefiting their concentration and self-discipline.²⁷



- Researchers have calculated disability-adjusted life years (DALYs) lost and deaths attributable to a range of environmental factors. They conclude that large proportions of deaths and DALYs in European children are attributable to outdoor and indoor air pollution, inadequate water and sanitation, lead exposure and injuries. Road traffic accidents account for 13.5 per cent of accidental deaths in 0-4 year olds, 28.1 per cent in 5-14 year olds and 26 per cent in 15-19 year olds.²⁸
- Research conducted by Sustrans in 40 schools showed that 45 per cent of pupils wanted to cycle, but just three per cent were doing so. Similarly, of the 35 per cent of children travelling to school by car, almost half of them would prefer not to.²⁹
- Dummer, in a multi-site study using birth data from Cumbria, found excess perinatal and infant mortality due to spina bifida and heart defects in areas close to incinerators and crematoria, but the exact compounds responsible could not be determined.³⁰
- Absorption rates of toxins in food are higher for children. For example, infants absorb as much as 50 per cent of the lead present in food unlike adults whose absorption is as little as 10 per cent.³¹



2 Stay safe

Road traffic presents a very real threat to children's wellbeing – not simply to their immediate safety, but to their health through pollution and noise and to their emotional wellbeing through the constraining effect of road traffic on outdoor mobility, discovery and play. The loss of green space to roads and other forms of development puts children at risk from higher levels of violence and aggression within their communities. Taken together, safety concerns arising from traffic and crime mean that many parents inhibit their children's freedom. While understandable, this is sometimes disproportionate to the level of risk and creates other, not insignificant, problems.



- Children don't always feel 'safe' in their local area and view roads as dangerous.³² Their parents are also anxious about the people and traffic that their children might encounter³³ and restrict their mobility accordingly.³⁴
- Being killed as a pedestrian is the largest cause of death between the ages of 5 and 14. One hundred and forty-one children aged 0-15 were killed in road accidents in 2005, while 3,331 were seriously injured.³⁵ Dying in a road traffic accident is much more likely for children from low-income families.³⁶
- Dutch children spend half of their pedestrian time in traffic-calmed/controlled areas, but only 10 per cent of English children are protected in this way. Pedestrian mortality rates among English children are twice those of Dutch children. UK evaluation of 20mph zones showed them to be effective in reducing traffic speed and accidents. Child pedestrian injuries fell by 70 per cent and child cyclist injuries by 48 per cent. The research found that 'no migration of accidents was found to other areas as a result of the introduction of the zones'.³⁷
- Hillman argues that 'parental paranoia', fuelled by lurid media stories, is unjustified on the basis of actual trends in child safety and leads to detrimental developmental outcomes.³⁸ The likelihood of being killed by a car is very high, for example, compared with abduction and death by a stranger.³⁹





- A Chicago study found that when urban public housing residents, with homogenous levels of income, education and life circumstances, were randomly assigned to buildings with varying levels of nature nearby, residents in the less green environments reported more aggression and violence and higher levels of mental fatigue.⁴⁰



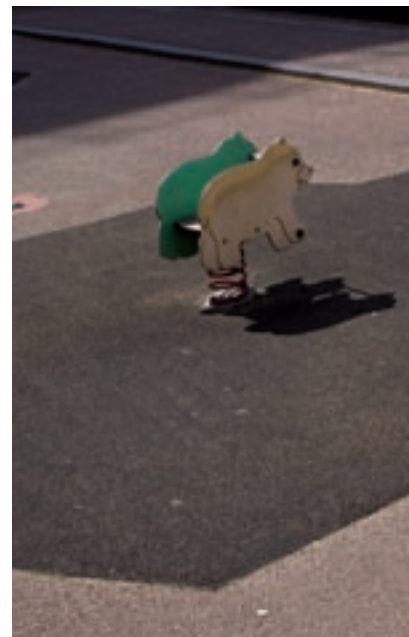
- Davis and Jones found that many 9 and 10 year-olds would prefer to cycle to school rather than travel by car, but they are not allowed to by their parents. The authors concluded that adults appeared to “want to teach children to be careful and to be scared of cars rather than attempting to limit the traffic”⁴¹ – a somewhat fatalistic approach.



3 Enjoy and achieve

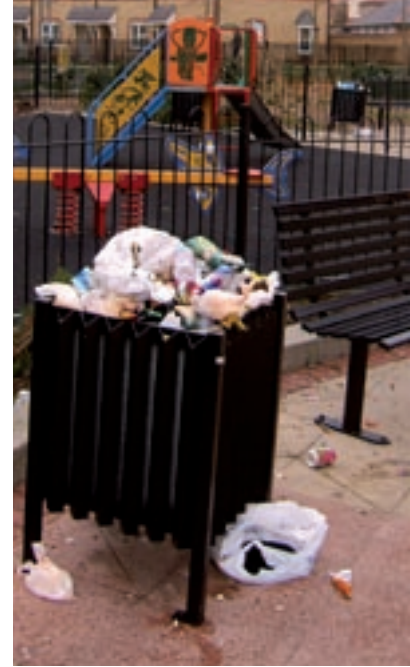
Low-quality environments impact negatively on children's ability to enjoy and achieve, and this is most pronounced among vulnerable and disadvantaged children. Conversely, access to green spaces – and in particular natural habitats – contributes to emotional recovery and motor fitness. But these areas must be well maintained and unspoilt by noise, pollution and anti-social behaviour. Poor access to natural areas limits children's ability to connect positively with the environment and distances them from important sources of discovery, learning and play, with impacts on their emotional wellbeing.

- Defra's recent survey of young people's attitudes to climate change found that 72 per cent of 11 to 17 year olds said they enjoyed studying climate change at school, and 90 per cent said they wanted to maintain or increase this focus in future. The figures are even higher for the sub-sample of young people claiming to be worried about climate change (83 per cent and 94 per cent respectively).⁴²
- The ongoing experience of road and air traffic noise is shown in a number of studies to be stressful for children,⁴³ affecting their cognitive development,⁴⁴ classroom behaviour and reading comprehension.⁴⁵ These effects are more prevalent in children with hearing difficulties and those who are not familiar with spoken English. Problems with ambient noise tend to arise above 60 decibels (the level of traffic noise through slightly open windows). Primary school children in a selection of London boroughs were found to be exposed to typical daily noise of 72 decibels. The SATs results of older (Key Stage 2) children were more affected by noise than those of younger children.⁴⁶
- Fjortoft notes that children's play is more vigorous outdoors than indoors and, in contrast to traditional playgrounds, the rough surfaces of natural environments provide movement challenges. The study found that children who play regularly in what are described as 'natural areas' showed a statistically significant improvement in motor fitness with better coordination, balance and agility.⁴⁷
- A study of 6,000 school children in Los Angeles showed that lung function growth was 10 per cent slower among children living in communities with high NO₂ (nitrogen dioxide) levels and other traffic-related pollutants. There was an increase in school absence rates with daily fluctuations of O₃ (ozone) linked to traffic emissions. Children who played sports and spent more time outside in communities with high ozone levels had higher incidences of newly diagnosed asthma.⁴⁸

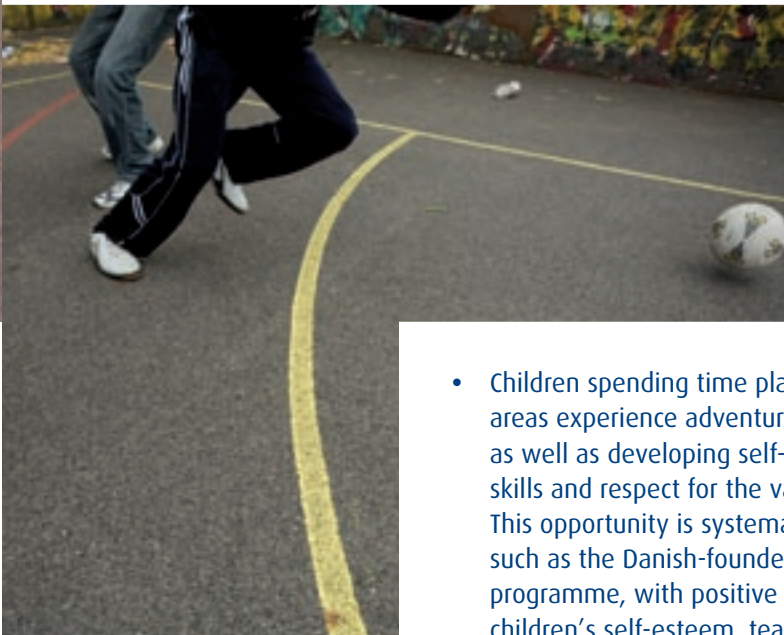




- Short-term and even superficial exposure to natural areas through brief walks and even looking at images of nature have been found to have positive effects on mood, reducing feelings of anger and anxiety.⁴⁹



- In 9-14 year-old children, shopping and spending have been negatively associated with school performance.⁵⁰ This casts doubt over whether retail developments, for example, contribute to children's wellbeing or simply serve their more superficial wants for goods and services.



- Children spending time playing in natural areas experience adventure and risk-taking as well as developing self-confidence, social skills and respect for the value of nature.⁵¹ This opportunity is systematised in schemes such as the Danish-founded Forest Schools programme, with positive impacts on children's self-esteem, team working and motivation.⁵²
- Mendell and Heath found that a substantial proportion of children's exposure to indoor pollutants occurs within schools. Although there was insufficient evidence to establish specific causal relationships, there was strong suggestive evidence to link higher levels of nitrogen dioxide with poorer school attendance and poor ventilation with reduced academic performance.¹⁷



4 Make a positive contribution

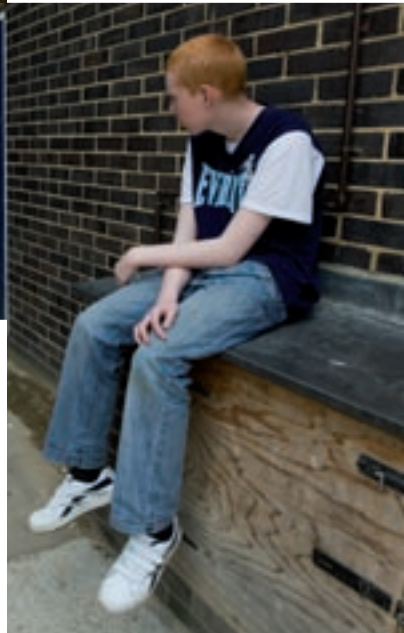
Experiencing nature first-hand as a child supports understanding and care for the environment, with important positive effects on their behaviour as adults. Access to natural places and other safe outside spaces is already limited for many children in urban areas, and continues to diminish as a result of infrastructure and building projects. Local regeneration and environmental improvement projects – which can involve children and young people as participants – provide opportunities for communities to reverse these trends at the same time as improving their social capital.

- McInroy & McDonald found that people involved with neighbourhood-based projects to improve public spaces developed a range of new skills and knowledge (e.g. enhanced teamwork and understanding of local planning systems). The experience increased social interaction and left people feeling more actively involved in their communities.⁵³
- On the basis of 2,000 interviews with urban adults aged 18 to 90 years, Wells and Lekies found that playing in natural areas as a child makes a significant contribution to knowledge about the environment and leads to positive environmental attitudes and behaviours in adulthood.⁵⁴
- Barratt Hacking et al. found children to be concerned about local environmental quality and habitats for wildlife, but highlighted a gap between the children's desires to improve their environments and opportunities for them to act.⁵⁵
- Defra's survey of young people's attitudes to climate change found that over three-quarters felt that they could do a little or a lot to slow it down.⁵⁶ A large majority (84 per cent) thought schools could help a little or a lot to combat climate change, yet only 8 per cent thought their school was actually doing so.





- DCSF received a strong message about the environment from children and young people as part of its 2006 consultation on sustainable schools. In essence, the message was "adults please stop destroying the planet and using up its resources – I need these for my future."⁵⁷



5 Achieve economic wellbeing

At a local scale, lack of green space, road traffic and poor environmental quality limit safe movement across communities and reduce the scope for socialisation and play. They also limit opportunities for discovering and learning about the natural world – and hence forming connections with it. All of this reduces children's ability to stay fit, healthy and emotionally well-balanced – vital features of their future economic wellbeing. Looking at the bigger picture, climate change will impact severely on our economy, and produce limitless social and environmental consequences. Similarly, depletion of the earth's natural resources and the accumulation of waste in land, air and water act against the interests of children now – including their economic interests – and constrain their future options. More positively, each environmental challenge is an opportunity for business innovation and sustainable economic development ('green growth') leading to new goods, services and markets – and jobs for those who are suitably equipped with the right mix of knowledge, skills and experiences.



- The Stern Review made clear that climate change, if not arrested, could lead to a 20 per cent contraction of the global economy, reducing everyone's prosperity and creating mass migrations and catastrophes in the most-affected countries.⁵⁸ The future economic prosperity of children is directly challenged by this eventuality; failure to act now on reducing carbon emissions works directly against children's interests.
- Children's physical inactivity, characterised by car travel and sedentary leisure pursuits, combined with an unhealthy diet, contributes to health problems like obesity which limits economic potential. Obesity is estimated to cost the NHS directly around £1 billion a year, and the UK economy a further £2.3 to £2.6 billion.⁵⁹
- Kaplan's assessment of the positive effects of nature argues that natural settings meet key requirements for restoring human effectiveness.⁶⁰ The emotional health-giving properties of green and natural spaces contributes to personal economic effectiveness.



- Taylor et al. show that children with symptoms of attention deficit hyperactivity disorder are better able to concentrate following contact with nature. The more contact children have with the natural environment, the higher they score in tests of concentration and self-discipline⁶¹ – with obvious repercussions for their future employability.
- UNICEF's report on children's wellbeing in industrialised countries finds no obvious relationship between levels of child wellbeing and national GDP per capita. The Czech Republic achieves a higher overall rank for child wellbeing than several wealthier countries including the UK and the United States.⁶² Caution is needed to ensure that national economic growth – by itself – is not assumed to improve children's lives.



Discussion of the research

The evidence set out suggests that children's experiences are intimately bound up with their environments for good and ill – their homes, their streets, the air they breathe, their landscapes. It suggests that changes to the quality of those environments impact on the quality of life of children and their communities. Sometimes those changes – for example, new roads, houses, industrial facilities, retail outlets, leisure centres – are pursued in the name of progress without taking long-term social and environmental considerations into account, and can needlessly destroy the natural environment. This mode of development – based on short-term solutions and the assumption that economic development and wellbeing go hand in hand – looks surprisingly outdated when set against the broader range of factors we now know contribute to wellbeing. As nef point out, although GDP has increased 80 per cent since the early 1970s, a measure that includes both social and economic costs (referred to as MDP – Measure of Domestic Progress) fell sharply in the 1980s and has never regained its 1976 peak decoupling the link between economic and social progress.⁶³ Layard has also highlighted the inadequacy of economic growth as a surrogate for human happiness.⁶⁴

That is not to say that there have been no positive changes for children in recent decades. Obviously some major milestones have been reached in areas like health and social care, education and access to learning and information. But we have not proved to be good custodians of the environment. Short-term decisions intended to serve immediate needs continue to strain our natural resource base – and our quality of life – despite widespread awareness of the consequences now and in the future.

These impacts are not borne evenly by all people. As the World Health Organization recently confirmed, poorer people bear the brunt of the world's environmental problems.⁶⁵ Living within environmental limits is not simply a means of protecting the planet. It is a means of securing human livelihoods and therefore integral to meeting the other goals of sustainable development: a strong, healthy and just society, and a sustainable economy. Children don't just lose out today if we fail to look after the environment; their future prosperity depends on it remaining ecologically, economically and socially productive.



Enhancing the delivery

of Every Child Matters

Children have little choice about many of the basic features of their lives, including where they live. They do not drive or govern what they eat, yet they are more vulnerable to toxins in food and air pollution.⁶⁶ Despite a fondness for movement and activity the physical “space for children to grow into” appears to have shrunk⁶⁷ and they are being described as the “back of the car generation”.⁶⁸ Today, British children spend, on average, two and half hours per day indoors watching television in addition to time spent playing computer games.⁶⁹ Certainly this sedentary lifestyle is concerning from a physical health perspective. But it also breeds detachment from the natural world – an area that children need to understand and care about (and that they derive emotional wellbeing from experiencing) if they are to become responsible consumers and citizens later in life.

In their analysis of children’s health and the environment in Europe, the WHO stated that protecting children against environmental hazards lies at the heart of sustainable development.⁷⁰ Despite gaps, the current evidence is considered sufficient to warrant what is described as a ‘precautionary approach’. But what would this entail exactly with an issue like school travel, where higher numbers of children are now driven to school than ever before?

We know that time spent walking or cycling is a good investment in children’s fitness and mental health and concentration. The car culture that many families experience – and in some cases enthusiastically join – works in opposition to children’s health, fitness and safety. Journeys to school by car account for over 20 per cent of term-time peak hour traffic⁷¹ and this may rise as more schools begin providing a core offer of extended services.⁷² Some European countries have prioritised public transportation and use ‘home zones’ (street design that does not automatically prioritize traffic over other street users) more widely than in the UK, reducing the appeal and convenience of car use. Driver error is the major cause of car accidents in the UK⁷³ and we have higher child road accident rates than Denmark and Germany⁷⁴ despite these two countries having higher walking and cycling rates amongst school children of similar ages. As the government’s recently released *Manual for Streets*

states, “A street design which accommodates the needs of children and disabled people is likely to suit most, if not all, user types.”⁷⁵

The Department for Education and Skills (now DCSF) consulted young people in 2006 on their feelings about their local areas and what they would do to improve them.⁷⁶ They relayed their frustrations with traffic, noise, litter and loss of green space, and queried why adults were continuing to deplete natural resources and create global warming despite knowing the consequences. In its reply, the DCSF suggested that sustainable development – that is development which helps people enjoy a better quality of life now without compromising the ability of future generations to meet their needs – is not an optional extra for children’s policy and services; rather, “it is a necessary part of building a society that cares for its children”.

Recent research found that of 75 Children and Young People’s Plans with a variety of 90 different targets, very few referred to the environmental context of children’s experiences. Some 26 of these plans included a priority for “sustainable communities and the local environment” but while housing was frequently mentioned, references to the quality of the local environment and sustainable communities were less common.⁷⁷ As the study we commissioned from nef points out, the “near absence”⁷⁸ of an environment focus within ECM, and within existing Children and Young People Plans



(CYPPs) in local authorities, is concerning for at least two reasons. Firstly, as we have already highlighted, there is strong evidence that the environment makes an important contribution to the wellbeing of children. Poor environmental quality simply inhibits the delivery of ECM. Secondly, in the wake of the Stern Review,⁷⁹ the economic and social implications of climate change are well established. It is increasingly hard to envisage children's policy without taking this into account.

The opportunity, then, is to recognise sustainable development and ECM as mutually supportive initiatives, the former providing a powerful vehicle for delivering the latter. However, it should not be assumed that action is required only by those delivering specialist sustainable development or environmental services. Nor should it be the sole responsibility of children's services teams as many of the environmental factors affecting children lie beyond their immediate influence. The government's recent guidance for local authorities on 'sustainable communities' points to the need for cooperation across a broad-based alliance of players from citizens to community groups, local to central government, and public, private and voluntary sectors.⁸⁰

Insufficient collaboration at a strategic level was one of the key barriers identified by our local authority participants.⁸¹ While some elements of ECM service delivery are benefiting from a sustainable development approach, progress is often held back by the lack of systematic involvement across

children service departments, the local authority as a whole and its relationships with local partners. It is vital that political leadership and the initiatives of individual local authority departments dovetail so that the actions of one do not cancel out the others.

Statutory guidance for Children's Trusts (2010) advocates that there should be 'no sharp boundaries around services for children and young people' (See section 1.1) and that local partners should work together to address the needs of local children, young people and families. For instance, partners responsible for housing, transport, the environment and green space should work together within Children's Trusts' cooperation arrangements, to consider how they can improve the wellbeing of local children, young people and families (See section 1.11 – 1.15).

Enhancing ECM delivery within the inspection framework

Children's services teams have many responsibilities and duties and it is important to ask, if we are encouraging their use of sustainable development principles, how this contributes to existing agendas. Taking each of the five outcomes in turn, this section suggests ways of embedding sustainable development as a mode of delivery of ECM. Examples of practice are linked to a selection of the relevant 'key judgements' made by inspectors within the inspection framework for children's services.⁸²

1 Be healthy

Key judgement

“Parents and carers receive support to keep their children healthy”

Walking or cycling to school are still popular choices with children, but rates have fallen in favour of car use. Parents need information about the benefits of walking and cycling and confidence in the safety of their children. Efforts to understand the barriers to more sustainable modes of travel will improve the effectiveness of interventions.⁸³ The length of school journeys are increasing and this may influence modal choice. Between 1989-91 and 1994 the average journey to school for 5 to 10 year olds increased from 2.0 to 2.5 kilometres.⁸⁴ Consideration may

need to be given to the intersection of sustainable travel and the school choice agenda. The evaluation of the Links to Schools programme – a provider of safe walking and cycling routes to schools – showed an increase in children using these modes; and a third replacing a car journey.⁸⁵ Likewise, personalised travel planning in Kingston’s Local Area Agreement led to ‘modal shift’ and CO₂ emissions savings.⁸⁶



Example

Clanfield Primary School in Oxford provides workshops for parents to support them in providing healthy lunchbox dinners.

“Healthy lifestyles are promoted for children and young people”

Continued action on school meals will benefit children’s health and concentration, and reduce the environmental consequences of heavy food processing. Fresh, locally sourced food is healthier, requires fewer food miles and packaging, and contributes to local economic opportunities.⁸⁷ Daily experience of healthy, fresh food will contribute to life-long healthy eating habits.

Key judgement

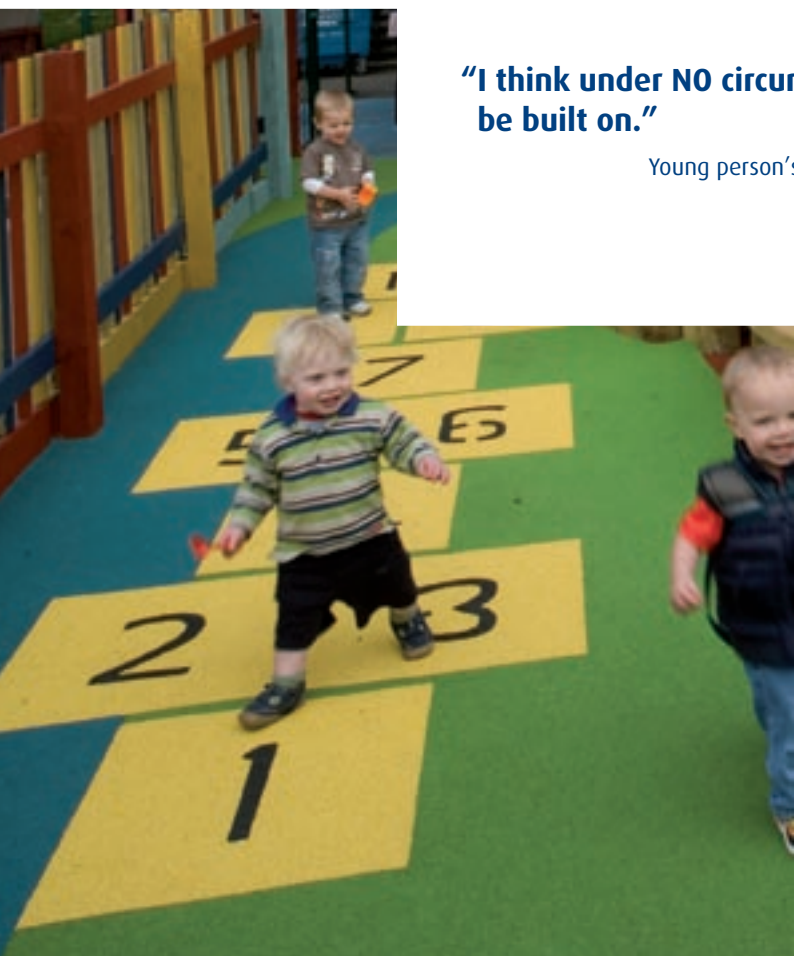


“Action is taken to promote children and young people’s physical health”

In urban areas, the maximum recommended levels of some pollutants are often exceeded⁸⁸ and proximity to landfill sites, industrial zones, busy roads and aircraft noise is a reality for many families, particularly those on low incomes. Planning, environment, health, transport and housing departments cooperate to ensure that children and young people live in neighbourhoods



that are conducive to healthy, sustainable living. While children’s services cannot achieve this alone, a broader ‘place shaping’ approach can contribute effectively to this goal.⁹⁰



“I think under NO circumstances should London’s green spaces be built on.”

Young person’s view of the London Plan in respect of climate change.⁹⁴

“Action is taken to promote children and young people’s mental health”

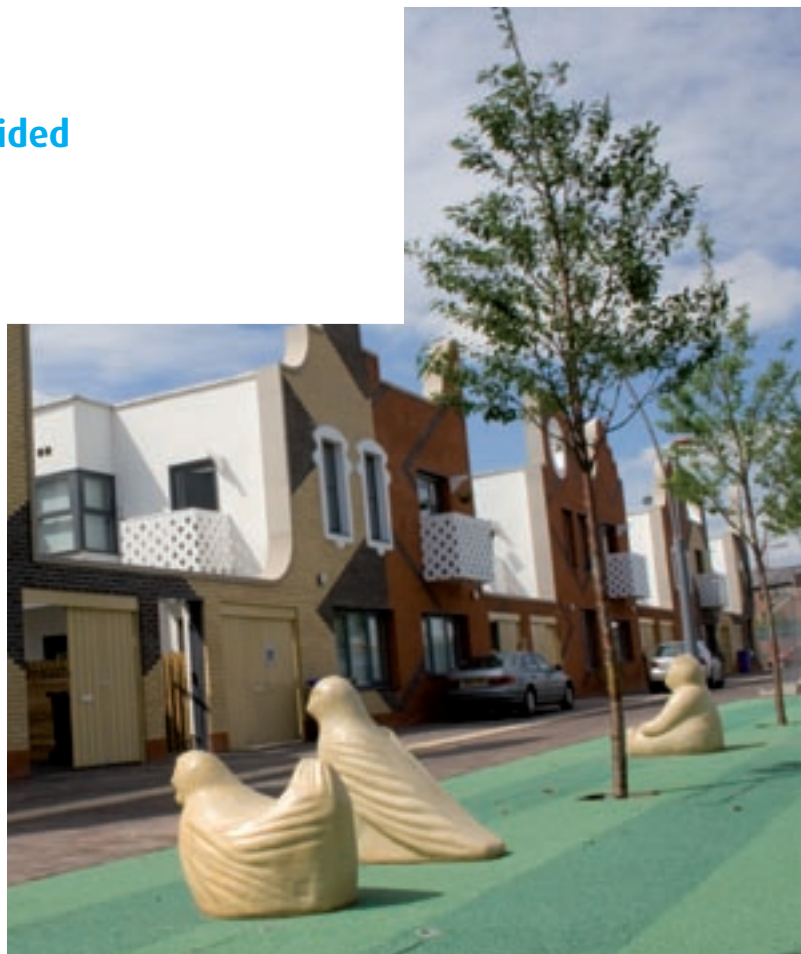
Research shows that time spent in green space can have restorative qualities⁹¹ and can help to reduce anxieties.⁹² Where schools have developed their grounds as a resource for environmental learning and action, many have been surprised by the sustained popularity of their efforts, for example gardening clubs which grow healthy food for the school canteen while providing wildlife habitats and compost heaps which divert waste from landfill.⁹³ Where school grounds are of a high quality, providing access to them out of school hours and during holidays can increase exposure to green space for children and young people.

2 Stay safe

Key judgement

“Children and young people are provided with a safe environment”

Road accidents are a serious concern, but care must be taken to ensure that protecting children does not end up incarcerating them in cars, bedrooms and classrooms. Limiting young people’s movements rather than focusing on issues like traffic speed produces a range of problems associated with inactivity, including obesity and an inability to assess risks due to insufficient exposure to civic space. Increased use of no-stopping zones around schools can discourage school runs by car, and the introduction of 20 mph speed limits cuts child pedestrian accidents by 70 per cent and child cyclist accidents by 48 per cent.⁹⁵ Constructing designated cycle routes to include schools and locating new schools on existing routes, as well as providing all schools with quality cycling facilities, will allow children to make healthier, safer choices. Where cycle lanes are part of the road, low barriers, as used in Copenhagen, make children safer and feel safer.⁹⁶ Play areas should also be safe and easily accessible by walking and cycling.



Key judgement

“Children and young people and their carers are informed about key risks to their safety and how to deal with them”

Evidence-based information on the risks of different forms of travel danger can allay parents’ fears about letting their children cycle and walk to school. Parents’ concerns about the risk of strangers, for example, can pose a barrier to children’s freedom that is not statistically borne out.

Example

As a result of a school travel plan, Lambeth Council’s transport department is consulting parents on traffic calming in the school’s vicinity. As well as improving safety, this will bring learning benefits from reduced noise, health benefits from reduced pollution and a reduction in carbon emissions.



“Agencies collaborate to safeguard children according to the requirements of current government guidance”

Collaboration between children’s services, regeneration programmes and those charged with community safety, can ensure that schemes such as those providing community wardens have the maximum amount of impact in ensuring children can walk and cycle safely around their neighbourhoods. Children and parents’ confidence is key to children and young people’s ability to ‘enjoy and achieve’ and ‘make a positive contribution’ locally. A national evaluation of nine community warden schemes in Scotland found them to have an impact out of all proportion to their numbers. The schemes were found to exert a positive influence on crime and anti-social behaviour despite the fact that many of them operated in areas where “informal types of social control that many take for granted had broken down”.⁹⁷

DCSF’s statutory guidance for Children’s Trusts (2010) recognises that Children’s Trust Board partners, through their Local Strategic Partnership, are well placed to influence infrastructure planning at local and regional levels to ensure the needs of children, young people and their families are

embedded in local housing, regeneration and transport plans, and in action to reduce carbon emissions (see Sections 1.11-1.15). The guidance also explains that Children’s Trusts should take a broader role in safeguarding, including accident prevention (Section 5.23) through traffic-calming measures and creating safe places for children to play outdoors and for young people to socialise (Annex A, Item 4). They can ensure that child poverty is appropriately addressed through economic regeneration, housing developments, transport and wider community support. (Annex A, Item 17)

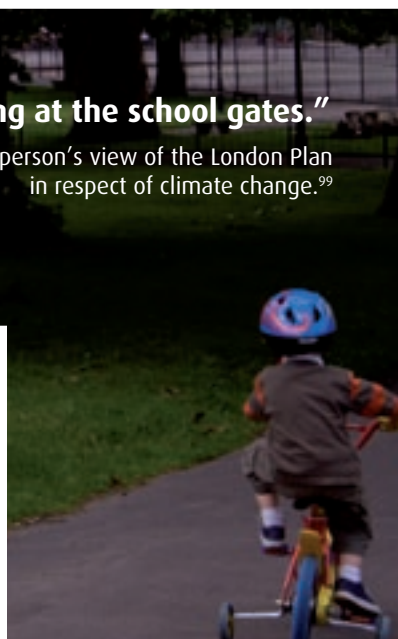


“Charge for parking at the school gates.”

Young person’s view of the London Plan in respect of climate change.⁹⁹

“Many of the children and young people we spoke to described the chaos caused when parents, carers pick up and drop off pupils... Groups spoke about how school pick ups cause unnecessary pollution as many cars only have one or two pupils in them.”

National Children’s Bureau⁹⁸



3 Enjoy and achieve

“Early years provision promotes children’s development and wellbeing and helps them meet early learning goals”

Key judgement

Children as young as three can benefit from learning about the environment – within the environment.

Local authorities such as Norfolk, Gloucestershire and Worcestershire use the Danish environmental education programme, Forest Schools, in their early years services. In one evaluation, teachers reported that “the children

had significantly developed their vocabulary and communication skills” as a consequence of the programme.¹⁰⁰ Programmes like Forest Schools can be run in a range of settings, not just field centres, and local authorities might consider locating new children’s facilities in proximity to green spaces and safe play areas to increase their range of learning options, or developing existing sites for this purpose.



“Their concern for the environment provides the potential for them to make very real contributions to local and global communities... However, if children and young people are to develop informed environmental concerns in the first place, they also rely on education about the environment and on their own experience of the natural world.”

Huby & Bradshaw (2006)¹⁰⁸

Key judgement

“Education provision is made for children who do not attend school”

Environmental projects can offer young people an experience of succeeding outside a school setting and provide opportunities for having a positive rather than negative impact in their local community. A good example is the *Cardboard to Caviar* ABLE project in Wakefield, organised by Yorkshire Green Business Network, that has partnerships with a range of organisations including the West Yorkshire Probation Service. The project employs young people with histories of challenging behaviour or learning difficulties in a series of environmentally inspired

waste minimisation and enterprise activities, with excellent outcomes for the young people involved and the project partners. The small group of young offenders involved in the project have a lower than average re-offending rate. Work is now underway to replicate this project in Rotherham, Calderdale and Kirklees.





“Children and young people are enabled and encouraged to attend and enjoy school and to achieve highly”

Key judgement

By exploring real issues in real places – inside and outside the classroom – sustainable development helps to make learning relevant to young peoples’ lives. An NFER study of learning outside the classroom in 728 schools showed that off-site visits beyond Key Stage 2 are rare.¹⁰³ The Learning Outside the Classroom Manifesto launched in 2006 acknowledges that these can be the most memorable and motivating experiences of a child’s

school career. A US study examined schools in a number of states that have adopted ‘environmental education’ as the main focus across the curriculum – using the environment as an “integrating context for learning.”¹⁰⁴ Schools enjoyed maths, science and social studies improvements. Reading scores also improved, “sometimes spectacularly”.¹⁰⁵



Key judgement

“Action is taken to ensure that education provision for 5-16 year olds is of good quality”

Schools participating in the National Healthy Schools Programme have been shown to enjoy higher rates of success at Key Stage 2 than schools outside the scheme.¹⁰¹ The programme focuses on transport modes, healthy eating and emotional and physical fitness. Similarly, schools that have made sustainable development and the environment a core feature of their practice have reported benefits to pupils in terms of their self-esteem, behaviour, motivation, achievement and level of interest and responsibility for global challenges.¹⁰²

Example

Acknowledging the barrier transport was placing in accessing services and seeking to promote sustainability, Durham County Council has introduced a reduced bus rate for 14-16 year olds.

“All children and young people can access a range of recreational activities, including play and voluntary learning provision”

Key judgement



Accessible, safe green spaces are vital to children’s ability to spend active and healthy time with their peers outside, and good quality urban green spaces can counter a significant number of the negative aspects of urban living.¹⁰⁶ Regeneration, housing projects and new children’s facilities

should take account of the need for this in their design. Such spaces will only be used if they are planned, protected and managed as carefully as built environments.¹⁰⁷ Lack of maintained toilets and play equipment, and the presence of nearby major roads limit visits for younger children. Revenue funding to allow at least some supervision of parks and other green spaces is an important factor in protecting them from damage and ensuring visitors feel safe.

4 Make a positive contribution

Key judgement

“Children and young people are supported in developing socially and emotionally”

Care for oneself, for each other and for the environment are some of the values at the heart of sustainable development, and provide a meaningful context for young peoples’ social and emotional development. Many young people are enthusiastic and imaginative in their responses to global and local

environmental challenges, and can contribute to the solutions through volunteering opportunities and community based activities like food growing, environmental regeneration, provision of green space and tackling climate change.



Key judgement

“Children and young people are encouraged to participate in decision making and in supporting the community”

The London Borough of Camden attempts to involve and educate young people about the planning system. Children’s own drawings have been used on street planning notifications to increase their response rates, and young people periodically make presentations to the planning committee. Given the impact that road traffic has on children’s movement, safety and health, it is right to involve young people in providing evidence to full council and planning committee meetings where key decisions are made.

Case study

Worcestershire County Council are piloting a programme with Peace Child International. Students from Eco Action Teams, school councils, the Youth Parliament and Youth Forum will be trained to become sustainability ambassadors in their local communities.

“Action is taken to reduce anti-social behaviour by children and young people”

Youth activities are an important way of challenging the boredom that is a key element in anti-social behaviour.¹⁰⁹ Subsidised indoor sport and other diversionary activities can be expensive and do not encourage young people to gain positive experiences of inhabiting and contributing to public space. *Green gyms* and green exercise projects offer warm-up exercises followed by gardening or conservation work. These are much less costly and through social contact appear to offer greater incentives to remain involved than exercise initiatives based in indoor sports centres.¹¹⁰

Key judgement





“Action is taken to prevent offending and to reduce re-offending by children and young people”

Key judgement

Youth activities are an acknowledged element of government crime prevention programmes,¹¹¹ yet provision is often intermittent due to short-term funding and geographically patchy such that young people from low-income families are not always able to participate. Organisations such as Trees for Cities and Groundwork attempt to involve children and young people in environmental projects of their own choosing, fostering interest and ownership. As many schools have noticed, when young people are actively involved in the design and development of their landscapes, they are less likely to be damaged through vandalism.¹¹²

“Let more powerful people understand, hold campaigns, let the older and the more powerful people understand me and understand that there needs to be change now.”

Young person’s view of the London Plan in respect of climate change.¹¹⁵

Key judgement

“Children and young people who are looked after are helped to make a positive contribution”

A review of outdoor education, including school grounds projects, found benefits in areas such as children’s confidence, autonomy and ‘coping’.¹¹³ Time spent in green space has particular value for children with symptoms of attention deficit hyperactivity disorder, benefiting their concentration.¹¹⁴ Similarly, looked-after children have much to gain from participation in environmental projects organised in their home or local areas. These provide opportunities

to learn organisational and problem-solving skills, build self-esteem, and make a positive contribution to those around them. Above all, they can engender a sense of place (‘rootedness’) which is important for emotional stability.



5 Achieve economic wellbeing

Key judgement

“Action is taken by partners to support families in maximising their economic wellbeing”

Energy use in the house accounts for more than a quarter of all energy used in the UK, but a typical household wastes a third of the energy it pays for.¹¹⁶ Many low-income households spend at least 10 per cent of their income on fuel and this is expected to rise substantially as fuel prices increase.¹¹⁷ Energy saving advice and financial assistance from programmes such as Warm Front aim to reduce energy waste and costs. Workshops and free energy audits for households such as the Save Energy in Stockwell project have environmental and economic benefits now and back up learning about energy and the environment in school, supporting the development of positive habits and life skills.



“Stop people building unnecessary buildings, e.g. shopping malls.”

Young person’s view of the London Plan in respect of climate change.¹²²



“Young people aged 11-19 are helped to prepare for working life”

The environment, and sustainable development more broadly, has emerged as a key factor in business strategy, not only in terms of resource efficiency and cost-saving, but in developing new products and markets based on changing customer demand. In a recent survey of university applicants, 46 per cent of respondents identified environmental considerations as important or very important when deciding which organisation to work for.¹¹⁸ A pilot project involving young people in Worcestershire high schools engages pupils in the design of ‘low carbon’ products and processes that respond to climate change. The project focuses on the commercial global need for eco-innovation, and has served as a launch pad for whole-school changes in energy and water use.

Key judgement



“Community regeneration initiatives address the needs of children and young people”

One study suggests that while children living in rural areas generally want their environments to remain the same, children in urban areas express a strong desire for change.¹¹⁹ Inner-city regeneration and environmental improvement projects are frequently keen to harness this drive, but often involve only a limited range of young people due to poor engagement strategies and competing school commitments. An example of how this has been overcome is the DCSF Children and Youth Board,

where the involvement of young participants (8 to 18 years) counts towards an ASDAN youth achievement award. Similarly, Defra’s Climate Change Champions programme involves nine young people in a busy schedule of events and publicity without disrupting (in fact enhancing) their school work. As well as gaining significant media coverage, the Champions have influenced positive change within their own schools and regions.

Key judgement

“Children and young people with learning difficulties and/or disabilities are helped to achieve economic wellbeing”

We know that even moderate traffic noise has an impact on classroom behaviour and reading comprehension, and that these effects are more likely for children with a hearing impairment or those using English as an additional language.¹²⁰ This is not just an urban problem. Despite comprising 80 per cent rural land, Hertfordshire is one of the least tranquil counties in the UK. This is in part due to high levels of aircraft noise.¹²¹ Noisy environments – whether these are homes, schools, recreation areas

or other places where children and young people spend time – erode their ability to concentrate, learn and achieve. This is an important consideration when deciding where to locate new facilities for children and families, or how to improve the ambience and effectiveness of existing sites. Where tranquillity is under threat it should be protected vigilantly.

Key judgement



Priorities for action

In March 2005, the government asked its departments to apply sustainable development principles to all of their policy making,¹²³ not only to address the consequences of years of environmental neglect, but because an integrated approach to economic, social and environmental progress provides better policy solutions. Children's policy is no exception. The evidence presented here suggests that it may not be possible to deliver ECM at all unless sustainable development – and in particular the environment – becomes one of its leading considerations. As one local authority participant in this project put it, "We should not so much be considering what sustainable development could contribute to ECM as what it must contribute in order that the outcomes of ECM are themselves achievable."¹²⁴

As they grow up children and young people are confronted by a range of environmental challenges, not just big global problems like climate change, but smaller, creeping problems like pollution, noise, loss of green space – challenges which leave an indelible mark on their attitudes, behaviours and wellbeing later in life. Children's environmental wellbeing – their daily experience of living and learning in the environment around them, and their options and opportunities for experiencing

a healthy environment in the future – is a critical factor in their overall wellbeing. It affects their physical wellbeing through the air they breathe, the food they eat and the streets and buildings they inhabit; their emotional wellbeing through their access to nature, and the sense of attachment and 'place' they associate with their local area; and their economic wellbeing if the economy is damaged by current generations not living within environmental limits.

The studies commissioned for this paper point to a range of actions that might be taken by government – central, regional and local – to develop the environmental dimension of children’s policy. Three areas are highlighted as priorities, not only because the evidence demands urgent attention, but because time and again children refer to them as particular causes of concern:

Priority 1: Road traffic

The benefits to society arising through greater personal mobility have been obtained at substantial (and often overlooked) costs to communities, particularly children who are no longer free to explore their local areas safely, and are most susceptible to traffic noise and pollution. This is a serious problem as it shrinks and degrades the space in which

children grow up. This has implications for physical and mental health. The wider costs to society of poorly planned transport are estimated to be 2½ to 3½ times more than the costs of traffic congestion alone.^{vii} DfT guidance (2009) encourages the use of 20mph zones in residential streets, around schools, shops, markets, playgrounds and other areas.^{viii}

Response 1a

New developments and regeneration schemes should aim to reduce pollution, noise and safety problems arising from road traffic, not simply minimise further negative impacts – a very important distinction. Safe and healthy freedom of movement of children and young people (and everyone else) across communities should be a goal of existing and new local developments. This cannot be achieved, for example, by locating new houses next to busy roads (whether or not such areas happen to be available for development) or placing new roads and infrastructure close to residential areas. New developments need to be designed around pedestrians and cycle users with safer walking areas, enforcements to stop vehicles parking on pavements and ‘traffic-taming’ 20 mph zones.

It should be possible for young people and parents to make sustainable journeys safely from their homes to schools and local services. Cycle lanes that are off-road or have low protection barriers between cyclists and traffic should be extensive as they are in some other European countries, and public transport should be intelligently designed and affordable. A density of 50 homes per hectare is vital to enable communities to attract and sustain good public transport and support a local school. High levels of density need not mean a drop in desirability or quality. Housing in some of the most expensive parts of London such as Kensington has grown to a density of 400 homes per hectare and remains extremely popular.¹²⁵

Response 1b

The validity of roads that are causing excessive noise, pollution and safety concerns in proximity to homes and places where children grow up (e.g. schools) should be reassessed and, where possible, they should be returned to communities for recreation and green space. This may run against the grain of decades of priority given to road development, but it is time to question past assumptions and take steps to restore quality of life where it has

been destroyed by roads. The potential benefits to children, communities and society more generally are significant.

Traffic calming and speed restrictions both have a role to play, but 'stopping up' orders should also be considered in deserving cases. The Charles Dickens School in Southwark is an example of where such a project is proceeding.

Example

In Oxford road traffic flow controls introduced in and around the City in 1999 have been shown to increase lung function and reduce wheezing in asthmatic children, with the greatest improvements in those from low income backgrounds.¹²⁶

Example

Sustainable development is a key theme for pupils at Charles Dickens Primary School in Southwark. The school offers "concrete experiences of the natural world" to pupils despite its urban setting, and the environment provides a powerful means of bringing together the many cultures and nationalities in the school community. The school is currently involved in a campaign to close a road running between two of its sites in order to provide pupils with a safer and healthier space to learn and play.



Jody Kingzett

Response 1c

Public service providers should lead by example in encouraging the use of sustainable modes of transport. For example schools and children's centres, hospitals, health centres, children's homes, and local authority offices should demonstrate in a visible way how cycling, walking and public transport can become the norm for their staff, pupils and patients – with benefits to health and

fitness as much as the environment. New facilities should be sited in places which reduce dependence on cars rather than increase it. Action here could have a significant impact on local congestion. In 2004 almost one in four car trips by residents of urban areas was generated by the 'school run'¹²⁷ not to mention other services used by children and families.

"My area usually has fresh air in the morning, but lately it smells of car fumes and truck fumes." (age 12-14)

"There are too many cars driving around outside when you are trying too get to sleep." (age 9-11)

"When I'm walking it's really hard to cross the road." (age 9-11)

Sustainable Schools consultation respondents¹²⁸

Priority 2: Green space

A distressing conclusion of this paper is that children's emotional health is suffering as a consequence of lack of access to (and experience of) green space, broadly defined to include well cared-for parks and outdoor recreational facilities as well as more natural habitats and spaces. Over the last fifty years children's proximity to natural areas has reduced greatly as a result of industrial, road and housing developments in urban and rural places. Constant development on green rather brownfield sites continues to destroy areas of value to children for learning, discovery and play – including areas that are not managed for this purpose but are nonetheless used by children. This, combined with increasingly sedentary recreational pursuits (which

may be encouraged by diminishing opportunities for outdoor play) reduce the time available for children to experience and connect with the natural world. This is bad for their physical and emotional health – and the health of their communities – and affects their ability to form lasting attachments with the environment and hence care for it during their lifetimes. English Nature's Urban Green Space Standard recommends that everyone should have some natural green space within at least 300 metres of their home. This is a minimum recommendation: 300 metres may feel like a long journey to a small child and any major road or risky feature of the journey is likely to be a significant deterrent – "it might as well be a river!"¹²⁹

Response 2a

Those involved in planning and regenerating residential areas should make pedestrian access to (and management of) quality green spaces a high priority. They should take care to include natural habitats within their schemes as these have the greatest potential to promote emotional health and act as a resource for discovery and learning. Even minimal supervision by park or community wardens will help to ensure these spaces feel safe and remain of good quality.

The continued existence of a green space should not be dependent on the passion of local activists and the vagaries of local planning decisions, where local authority officers and elected members may be asked to make impossible choices between economic growth and somewhere to play for children. In order to halt further reduction of urban green space, the land use planning system must be used more effectively than that.

Example

Northamptonshire County Council received Beacon status in 2002 for 'Improving Green Urban Green Spaces.' Its *Pocket Parks* Programme, in partnership with organisations and other local authorities, has created 80 spaces owned and managed by local people. Spaces such as old brickyards and former landfill sites are transformed into biodiverse green spaces, some as small as 0.4 hectares.



Ruth Douglas

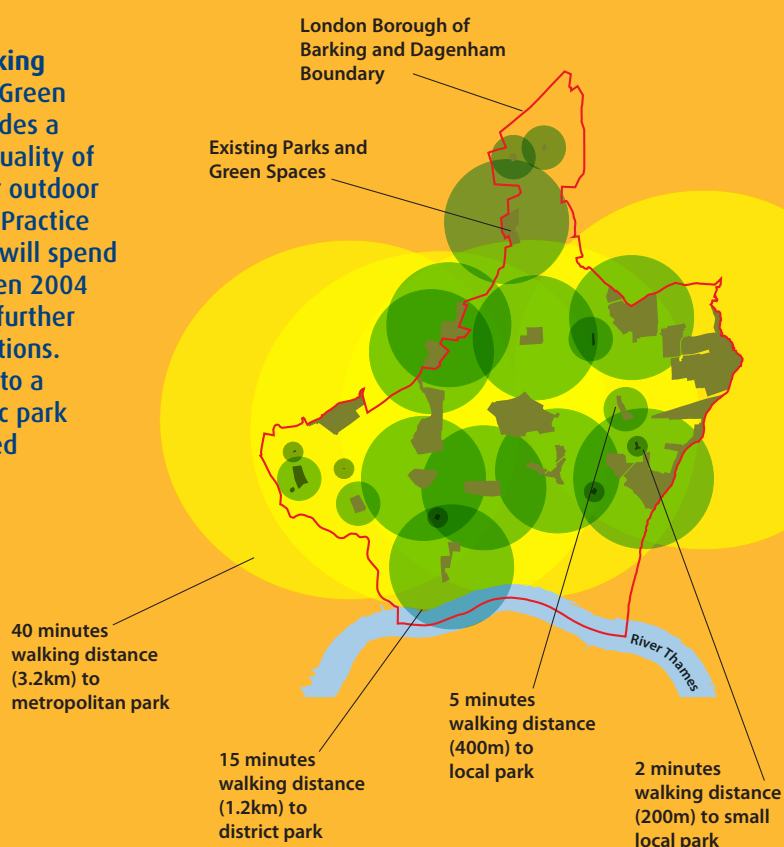
Response 2b

Public service providers should explore their options for improving or offering green space amenities within their own facilities and estates, and actively promote the benefits of green space to children and their families and carers. Where they have been

developed for this purpose, school grounds can also be made available out of school hours and during holidays to allow young people to access green space.

Example

The **London Borough of Barking and Dagenham's Parks and Green Spaces Strategy (2003)** includes a scoring mechanism for the quality of their green spaces and other outdoor facilities. Celebrated as Best Practice by CABI Space, the Strategy will spend £5m of Council funds between 2004 and 2008 and has attracted further funding from other organisations. These investments have led to a 10 per cent increase in public park satisfaction in 2006 compared to that in 2003.¹³⁰



“There are hardly any flowers or environment around as there is mainly litter which is spoiling our village and area.” (age 12-14)

“The fact that so many new houses have been built taking away the beautiful landscape that used to exist, now its just another skyline full of close cramped houses.” (age 15-19)

Sustainable School consultation respondents¹³¹

Example

Children aged 5-12 years of age involved in the Little Green Fingers project have, through their flower and vegetable gardening, contributed to the Valley Community Centre in Salford and have won Best Community Garden. Planning permission is awaited to extend activities to a small plot of green space on the estate. Some of the thirty to forty children involved have been known to spontaneously join in an hour's weeding on a Sunday evening.

Priority 3: Climate change

Can children achieve economic wellbeing in the face of climate change? Sir Nicholas Stern didn't think so. If our prosperity is tied to the health of the planet, then many of the hard-earned improvements to children's wellbeing that the government is currently trying to secure will be undone. The consequences of inaction are already being felt in areas like changing patterns of weather and disease, food security, human migration and loss of biodiversity, and will intensify dramatically over the lifetimes of the present younger generations. Across Europe it has been estimated that between 15,000 and 52,000 people died from heat in the summer of 2003.¹³² By 2060 the Hadley Centre predicts that these conditions will be considered 'unusually cool'.¹³³ Given the high value placed on children in society, it is surprising that we continue to dump problems like climate change, waste build-

up, pollution and freshwater scarcity on children – a contradiction that is creating a mixture of fear and frustration among many of them. As champions of children's interests, those involved with children's policy and services have a unique opportunity to challenge environmental irresponsibility wherever it arises.

Over 1500 children contributed to the *Children's Statement on Climate Change* (2010) expressing their concerns about climate change and asking adults to act with a sense of urgency. The statement was delivered by the Children's Secretary to the Prime Minister and to the Secretary of State for Energy and Climate Change. It was also sent to UK delegates of the UN Climate Change Conference in Copenhagen to remind them that, above all, climate change is about protecting the rights of children and young people.^{ix}

Response 3

For children's sake, all programmes, policies and initiatives brought forward by government and public service providers at all levels should be screened for their contribution to sustainable development, and challenged if they cannot be accomplished within

environmental limits. Similarly, public services providers should take every opportunity to promote low-carbon ways of living to their stakeholders and exhibit this in their own buildings, operations and behaviours.

Example

Originally motivated by the savings to be made from renewable and community energy systems, **Woking Council** now has a climate change strategy which seeks to take a carbon neutral approach to the future of services and activities within the Borough. The planning system's primary objective in Woking is sustainable development and new developments must be built to a standard that is resilient to future predicted changes

in climate. All services must contribute to the aims of the climate change strategy.

The Aalborg Commitment has been signed by 104 local authorities in the UK. It aims to provide a framework for local authorities to embed sustainability into their organisation through 50 commitments spread equally across ten themes covering economic, social, environmental and governance issues.

"I do not like how people think that everything will last forever." (age 12-14)

"There seems to be no respect for the world whatsoever." (age 15-19)

"Soon the world won't be worth living in, then they'll [adults] be complaining!" (age 12-14)

Sustainable School consultation respondents¹³⁴

Moving forward

This paper offers evidence and commentary on the changing nature of childhood in the UK, as seen through an environmental lens. It highlights the apparent contradiction of a system that places a high value on children's wellbeing while allowing them to grow up amid mounting environmental pressures. The implications are immense, not only for children's services practitioners who can and should champion sustainable development as an integral part of ECM delivery, but across departments in local, regional and central government where conventional notions of development – most often socially or economically rooted – must be changed if we are serious about passing on an acceptable world to our children.

The priorities outlined in the previous section – road traffic, green space and climate change – are amenable to influence, and in many cases action, by children's services teams operating at all levels – local, regional and central. Some of the starting points for how this could happen are set out below. In brief, the challenge for children's services is to move from a passive role that regards environmental objectives as separate from core business towards an active role that champions children's needs for a healthy environment.

1 Central and regional government

The partners behind ECM, led by DCSF, should take steps to communicate the importance of the environment to all of those working to achieve the five outcomes, while core guidance on strategy and service delivery (for example, on management of children's homes and youth services) should provide concrete examples of how to address this opportunity in practice. This is a cultural shift; an initiative of the same kind as the DCSF's 'sustainable

schools' programme is needed to reach the full cross-section of children's services teams and their stakeholders. Changes to the performance management framework and funding allocation for local authorities should also be explored with the aim of putting the correct incentives in place to support the application of sustainable development principles.

Alignment of 'key judgements'

Although environmental concerns intersect with many of the 'key judgements' for ECM, the current inspection framework¹³⁵ does not signal the importance of these links to practitioners. While this can be addressed in part through the communications and guidance suggested above, the bigger question is whether the present key judgements are the right ones to evaluate the progress of ECM if sustainable development principles were to be applied. Here the picture is mixed: some judgements would no doubt be retained, but others would need to be modified or added. nef's study, commissioned for this project, offered a variety of new factors that could be developed in the direction of key judgements. Based on these we recommend the following starting points:

- Number of children and young people walking or cycling to school
- Levels of air pollution (e.g. carbon monoxide, lead, nitrogen dioxide, particles, sulphur dioxide, benzene) present in residential areas
- Distance of domestic dwellings from quality green space (or for new housing developments, amount and quality of green space per unit area)
- Children's sense of connectedness to (and understanding of) the natural world
- Number of children and young people who engage in activities benefiting the local environment and community
- Carbon emissions arising from public services per capita in local area.

In addition to DCSF, other departments such as the DfT, Communities and Local Government, DH and Defra have an obvious role and interest in addressing the concerns set out in this report.

Tackling children's environmental wellbeing is a joint responsibility of many partners at all levels of government and public service.

In brief:

- DCSF to champion the need for a healthy and sustainable environment for children, working with other parts of government where policy interests are shared.
- DCSF to ensure that adequate incentives are in place to enable local authorities and their partners to tackle children's environmental wellbeing.
- DCSF to provide communications and guidance to local authorities and their partners on championing children's environmental wellbeing. The guidance should position sustainable development as a mode of delivering ECM, not an additional responsibility.

Example

Yorkshire & the Humber region developed a strategy for embedding sustainable development in education as far back as 2000. Supported by an active Forum of regional bodies and education practitioners, a full-time coordinator supports the implementation of the strategy working closely with the regional Government Office and Yorkshire Forward. This arrangement has proved effective in raising awareness about government initiatives like sustainable schools, as well as stimulating local partnerships and solutions.



2 Local authorities

Traditionally, children's services have not considered how the places children, live, learn and play can either support or prevent outcomes for children. By working with local partners to improve the design, quality and maintenance of local environments, there are opportunities to address core issues like health, safeguarding, achievement and poverty. For example, providing well designed and maintained green space with naturalistic play areas can positively transform the everyday experiences of children, young people and their families encouraging better

mental and physical health directly and indirectly.

Logic dictates that Directors of Children's Services consider the impact of both the natural and built environment on the lives of children in their thinking and strategic planning. Their teams should ensure that the needs of children, young people and families are represented in wider local visions of sustainable communities and in planning processes which shape local streets, public space, town centre's and green spaces.

“A strong and ambitious Sustainable Community Strategy, based on extensive engagement locally, agreed by the council or councils and the Local Strategic Partnership, is fundamental to the success of LAAs. The SCS sets out where the area has come from, where it is at, and where it wants to be with social, economic and environmental goals incorporated in a joined up way to contribute to sustainable development.”

Negotiating New Local Area Agreements
Department for Communities and Local Government (September 2007)

DCSF’s statutory guidance for Children’s Trusts (2010)^x challenges them to ensure that all local partners, including planning, transport, housing and environment, cooperate to meet the particular needs of children, young peoples and families in their local area.

The guidance states “it is vital that the Children’s Trust Board is firmly positioned within the Local Strategic Partnership so it can champion the interests of children and young people within this forum and ensure that the Children and Young Peoples Plan is fully consistent with the Strategic Vision in the Sustainable Community Strategy” (Section 1.13). It is their role to ensure that the needs of children, young people and their families are fully reflected in local priorities and targets, and that planning, housing, transport and environmental strategies are shaped accordingly (Sections 1.15 and 1.16).

The guidance also advocates that Children’s Trust Boards should consider children’s safe guarding needs across the whole spectrum and should champion child safety in the wider Local Strategic Partnership, not only in the traditional child protection sense, but with reference to wider issues such as bullying, traffic calming, preventing accidents, ensuring safe access to quality green spaces and providing sufficient opportunities for safe outdoor play and safe places for teenagers to meet (Annex A, Item 4).

To ensure children and young people enjoy and achieve, the guidance states that a strategic approach to delivering the *National Play Strategy for England* (2008) is needed to plan, create and maintain play provision across a local area, and to ensure the appropriate participation of the third sector, children and local communities. This requires close working with the Local Strategic Partnership on issues such as town and highways planning and the management and maintenance of public space to promote child-friendly neighbourhoods (Annex A, Item 9).

The guidance also advocates that the views of children, young people and families should be

sought and taken into account in the development of Children and Young Peoples Plans; this is in line with the Article 12 of United Nations Convention on the Rights of the Child (2.66) and enables children and young people to make a positive contribution (Annex A, Item 9).

The Children’s Trust also has an important contribution to make to help create more cohesive and safer communities. The Education and Inspections Act 2006 introduced a statutory duty for schools to promote community cohesion; this came into force in September 2007 and is now included in Ofsted inspections. Local authorities should recognise the contribution schools can make, and support them in fulfilling this duty, for example through helping schools understand issues facing their local communities, facilitating links with community partners, or encouraging schools to make their facilities available to the community. Similarly, Ofsted’s own surveys continue to show how sustainability contributes to school improvement and pupil wellbeing, and encourages schools to adopt DCSF’s National Framework for Sustainable Schools.^{xi, xii} In January 2010, Ofsted published guidance for its inspectors on how to recognise sustainable schools’ practice.^{xiii}

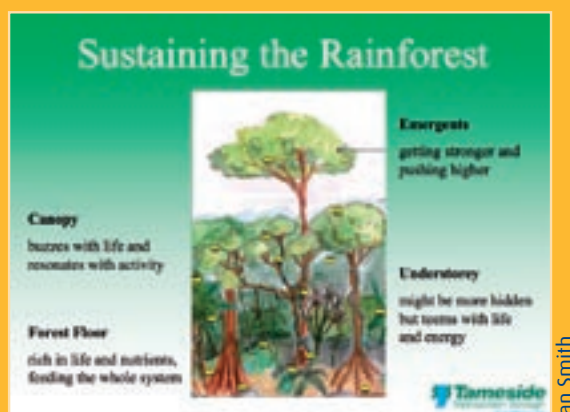
As integral partners in Children’s Trusts, schools now have a duty to promote the wellbeing of their pupils and the Children’s Plan set out the Government’s intention to develop school-level wellbeing indicators. The vision of a 21st century school set out in the 21st Century Schools white paper *Your Child, Your Schools, Our Future* (2009)^{xiv} is of a school which not only provides excellent teaching and learning, but actively supports the wellbeing of all children in its local area, and is also a vital community resource.

Following the ASCL Act 2009^{xv} the responsibility for developing, publishing and reviewing Children and Young Peoples Plans (CYPP) has passed from the local authority alone to the Children’s Trust Board. The latter will be on a statutory footing from 1st April 2010. The CYPP will now become a joint

Example

Tameside Children's Services have placed sustainable development at the centre of their strategy. Their Children and Young People's Plan is designed around the symbiotic elements of the rain forest emphasising cooperation between departments and services. Children and young people are encouraged to get involved in the life of the community and take active responsibility for the environment they live in.

Adapted from Tameside Children and Young People's Strategic Partnership Trust 2006-07.



strategy setting out how partners will co-operate to improve the wellbeing of local children, young people and families. Responsibility for implementing the CYPP will remain with individual partners who are under a statutory duty to have regard to the plan (Section 0.9).

The CYPP represents the local vision and aspirations for children and young people in the area, setting out how partners on the Children's Trust Board will work together to address locally identified needs. The CYPP should be embedded as a core element with the overall vision for the area contained within the Sustainable Community Strategy and be integral to the wider strategic planning of the Local Strategic Planning Partnership (Sections 5.1.to 5.7).

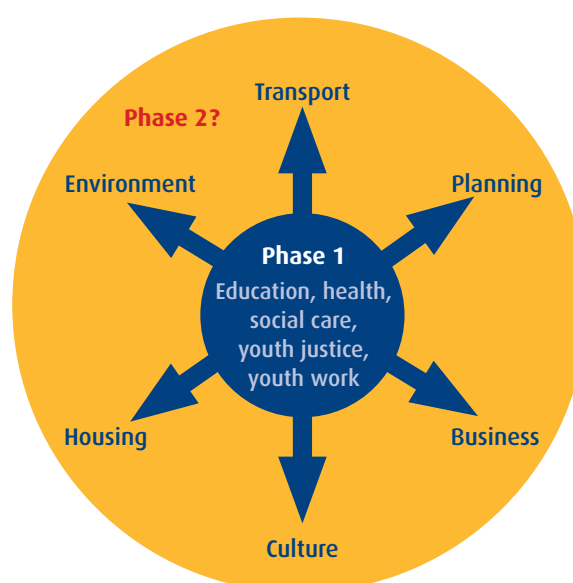
This means that the priorities and objectives of the CYPP should inform and be informed by the Sustainable Communities Strategy, the Local Area Agreement and the Joint Strategic Needs Assessment. CYPPs should reflect an awareness of the impact of the environment on children and young people, and on cross-cutting local strategies such as greenhouse gas reduction (Sections 5.5 and 1.14).

Furthermore, the Local Government Act 2000 provides local authorities with a discretionary Well Being Power to undertake any action to promote or improve the social, economic and environmental wellbeing of their area.¹³⁶ Despite offering broad scope for innovation, evidence suggests that local authorities have been under-using this Power.¹³⁷

A key milestone towards addressing the findings of this paper would be for Directors of Children's Services (DCS) to take steps to align their strategies with sustainable development principles.

They have an opportunity to engineer a cultural shift in their teams by ensuring the environment is regarded as a core concern of and for children and young people, and through enabling effective cooperation with other council teams and external stakeholders. For example, a process of screening current and future local authority initiatives for their impact on children and young people would help to ensure that progress in one area or department is not undermined by opposing action elsewhere. Because of their positive community impact, action on areas such as green space and traffic should not be perceived as distracting from children's services' core priorities. The "achievement of wider outcomes for the community" is judged in the annual performance assessment of children's services to be associated with the highest level of performance

Figure 2 New horizons for partnership working



(grade 4) in children's services teams, alongside specific outcomes for children and young people.

Visible application of sustainable development principles to the preparation and renewal of CYPPs would be an important step forward. There is a real need to embed sustainability thinking in leadership and management across children's services, and in CYPPs, ensuring that 21st century services for children are able to deal with 21st century challenges. By including the impact of local environments on children and young people in local needs assessment and development of CYPPs, Children's Trusts and partners have the potential to create environments which support and promote outcomes for children. Children and young people should be involved in developing CYPP and should have opportunities to explain their needs including being able to meet friends and socialise in safety; being able to move around their neighbourhoods unimpeded by traffic danger, and having access to green space and opportunities for safe outdoor play. They should also have opportunities to explore and discuss their concerns about the environment and to learn about local plans to address climate change. As highlighted above, CYPP priorities should not just drive the work of the Children's Trust but flow into wider planning activity to address the unique combinations of inequality (health, environmental, income) that exist locally.

One of our local authority participants commented that: "There is currently no specific mention of

sustainable development within the Plan but a number of the priorities have an obvious connection." A participant from another region noted that "the Council has one of the biggest sustainability teams in England, but they have not been asked to take any active role in the strategic direction of ECM".¹³⁸ One local authority that is attempting to work around this commented that: "We are hoping that the CYPP Strategic Partnership will agree to require all CYPP lead officers to audit their CYPP activities against a sustainability checklist."¹³⁹

Feedback from participating local authorities also included frustration at the inadequate amount of time available to integrate sustainable development into ECM delivery.¹⁴⁰ Acknowledging the central importance of the environment to children's wellbeing in CYPPs would help practitioners to regard it as a mode of delivery rather than an additional responsibility demanding extra time.

Many young people have a good understanding of local and global environmental issues. Surveys of their needs must allow them to comment on what they like and do not like about their local areas, rather than choosing from prescribed lists of options. The 'place shaping' vision¹⁴¹ cannot be achieved without the participation of young people. Sustainable Community Strategies and Local Area Agreements also provide vehicles for integrating environmental concerns into services for children and young people. As recent guidance from LGA and Defra acknowledges:

"All Councils and their Local Strategic Partnerships now have a Community Strategy in place. The challenge is now to turn these into Sustainable Community Strategies. Strategies which develop a stronger focus on integrating social, economic and environmental issues and in tackling the area's longer-term and more global impacts."

Sustainable Communities: A shared agenda, a share of the action.
Defra/LGA (2006)

In brief:

- Children's services teams should champion the need for a healthy and sustainable environment for children, working closely with other relevant teams like transport, housing, planning, property, leisure and environment.
- Directors of Children's Services and Lead Members for children and young people should ensure that their staff and delivery partners are able to recognise and support good practice and work effectively to enhance children's environmental wellbeing.

3 Delivery partners

Schools, children's centres, hospitals, health centres, children's homes and other public services experienced by large numbers of children and their families are in an excellent position to change mindsets by running and promoting themselves as sustainable operations. If each such organisation set out to persuade its users, suppliers and other stakeholders that sustainable development is not

only possible but advantageous and normal, then many people would be influenced in its wake. Large amounts of energy from communities and young people in particular can be expected to follow such an approach. The design and location of these organisations is also flexible in some cases creating opportunities to build sustainability in from the outset and address transport problems.

In brief:

- Delivery partners should set an example to their staff, customers and wider stakeholders by running themselves as sustainable operations, and promoting sustainable ways of living and working to their communities.

Example

Briercliffe's new Children's Centre was a runner up in the Royal Institute of Chartered Surveyors awards for its sustainable design features which include a sustainably-sourced timber frame, rain water harvesting and a sedum (grass) roof. The Centre also boasts a fully fitted kitchen facilitating sessions for families to learn about growing and cooking food. Where possible, activities are provided at a venue near to the key user groups.



Finally, to echo the conclusions reached by nef in their supporting study, there is a need to raise awareness of the evidence base linking the environment and children's wellbeing, particularly among children's services practitioners, and also to address gaps in our knowledge. This effort should not be at the expense of action now where strong evidence is

available, for example in the priority areas outlined in this paper: road traffic, green space and climate change. As our collective understanding in this area evolves, we expect government, on behalf of children, to lead the development of new indicators and ways of working.

Further resources

The Department for Transport's (DfT)

Active Travel Strategy: www.dft.gov.uk/pgr/sustainable/cycling/activetravelstrategy/pdf/activetravelstrategy.pdf

The Cabinet Office's **An Analysis of Urban**

Transport (November 2009), *The wider costs of transport in English urban areas in 2009*, and DfT's response.

www.cabinetoffice.gov.uk/media/308292/urbantransportanalysis.pdf

www.cabinetoffice.gov.uk/media/307739/widercosts-transport.pdf

www.dft.gov.uk/pgr/regional/policy/urbantransport/pdf/researchreport.pdf

The Department of Health's (DH) **Be active, be healthy: a plan for getting the nation moving** (2009) sets out how local authorities and PCTs can encourage more physical activity, for example through improvements to local infrastructure to encourage walking and cycling. The plan publishes the NHS costs of physical inactivity for every PCT in England, averaging £5 million per PCT every year – almost 1000 hip replacements per PCT. www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_094358

Sustrans' **Bike It** provides details on Links to Schools and Safe Routes to Schools projects: www.sustrans.org.uk/default.asp?SID=1102425335218

BTCV's **Green Gyms** programme: www2.btcv.org.uk/display/greengym

Building Health: Creating and enhancing places for healthy, active lives: What needs to be done? A collection of papers by leading experts and campaigners which examine how the design of towns, cities and buildings can encourage physical activity. www.heartforum.org.uk/Publications_NHFreports_Pub_BuildHealth.aspx

DfT's Call for comments on revision of **DfT's speed limit circular** (including use of 20mph): www.dft.gov.uk/pgr/roadsafety/speed-limits/pdf/guidance.pdf

The **Children's Environmental Health Strategy** for the United Kingdom (2009). Environment-related recommendations to improve the health and wellbeing of children. www.hpa.org.uk/cehape/

The Children's Statement on Climate Change

(2010) drew on the views of 1500 children and young people following a nationwide survey.

It was presented to the Secretary of State for Children, Schools and Families, the Prime Minister and the Secretary of State for Energy and Climate Change, as well as delegates of the UN Climate Change Conference in Copenhagen 2009.

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01142-2009&>

DCSF's **Children's Trusts:** Statutory guidance on inter-agency cooperation to improve wellbeing of children, young people and their families (2008).

Outlines the responsibilities of Children's Trusts to ensure that the needs of children, young people and families are reflected in local priorities.

It advocates that Children's Trust partners champion child safety in the wider Local Strategic Partnership, including issues such as preventing accidents, traffic calming measures, access to quality green spaces and providing sufficient opportunities for safe outdoor play and to meet.

www.publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00943-2008&

DCSF's **Delivering Environmentally Sustainable Sure Start Children's Centres** (2010). Guidance highlighting a range of low cost to no cost options for Children's Centres which save money and carbon, and encourage sustainable lifestyles.

<http://publications.everychildmatters.gov.uk/default.aspx?DCSF-00286-2010>

<http://publications.teachernet.gov.uk/default.aspx?DCSF-00286-2010>

Play England's **Design for Play:** A guide to creating successful play spaces (2008). Guidance shows how to design good play spaces which can be affordably maintained, give children and young people the freedom to play creatively, and still allow them to experience risk, challenge and excitement. www.playengland.org.uk/Page.asp?originx_2757hp_70994779705616h30y_2008630728a

DCSF's **Embedding the Play Strategy** (2010).

Guidance to help local authority executives and strategic planners to improve local play offers by embedding everyday opportunities for healthy, active play within top-level strategies. <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01194-2009>

Groundwork – building sustainable communities in areas of need through joint environmental action: www.groundwork.org.uk

DCSF's **Guidance on Children and Young People's Plans** (2009). www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp/

The SDC's **Health, Place and Nature** provides a knowledge base on how outdoor environments influence health and wellbeing. www.sd-commission.org.uk/publications.php?id=712

Healthy Lives, Brighter Futures: The Strategy for Children and Young People's Health (2009). A joint strategy from DH and DCSF setting out what children and their families can expect from child health services. Includes references to the 'wider determinants of health, including the environment'; promotes walking, cycling and play as well as the benefits of green space for mental and physical health. www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0031

Healthy weight. Healthy lives. A cross-government strategy to tackle obesity by promoting healthy eating and helping children build physical activity into their daily lives. www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_082378

CABE's **Inclusion by Design: Equality, diversity and the built environment**. CABE's position on equality, diversity and the built environment. www.cabe.org.uk/publications/inclusion-by-design

Learning Outside the Classroom manifesto: www.lotc.org.uk

WWF's **Local Matters** portal: www.wwflearning.org.uk/localmatters

The DfT's **Manual for Streets** supports a transformation in the quality of streets. www.dft.gov.uk/pgr/sustainable/manforstreets/

The **National Institute of Clinical Excellence** (NICE) has a suite of guidance advocating improvements to local infrastructure to encourage greater levels of physical activity and prevent accidents. www.nice.org.uk/Guidance/Type

The DCSF's **Play Strategy** sets out the Government's plans to improve and develop play experiences for children throughout the country. The strategy is backed by £235 million of investment to support safe, welcoming, interesting and free places to play in every residential community. www.dcsf.gov.uk/play/

DCSF's Statutory Guidance on Co-operation Arrangements, including the Children's Trust Board and the **Children and Young Peoples Plan** (2010). www.everychildmatters.gov.uk

The SDC's **Sustainable Development: The key to tackling health inequalities** (2010) finds measures such as active travel, promoting green spaces and healthy eating yield co-benefits for both health and carbon emissions, and warns that healthy, low-carbon living should be supported in ways that favour people with low incomes to reduce their vulnerability to ill-health. www.sd-commission.org.uk/publications.php?id=1053

The DCSF's **Sustainable Schools strategy** and guidance: www.teachernet.gov.uk/sustainableschools/

Take Action on Active Travel: Why a shift from a car dominated transport policy would benefit public health. The leading public health, transport and planning bodies call on government to invest 10% of transport budgets in cycling and walking initiatives to fight obesity. www.sustrans.org.uk/default.asp?sID=1089735305687

DCSF's Sustainable Development Action Plan (2010-2012). www.dcsf.gov.uk/aboutus/sd/actionplan.shtml

Annex 1: List of local authorities participating in the project

Practitioners from the following local authorities (one in each English region) helped us evaluate current practice and identify where the key opportunities for progress might lie:

Worcestershire – West Midlands
Oxfordshire – South East
Leeds – Yorkshire and Humber

Cheshire – North West
Durham – North East
Norfolk – East of England

Gloucestershire – South West
Derby – East Midlands
Havering – London

Endnotes

- 1 Huby M and Bradshaw J, A review of the environmental dimension of children and young people's wellbeing (Vol. I). University of York (2006) and Steuer N, Thompson S and Marks N, A review of the environmental dimension of children and young people's wellbeing (Vol. II), new economics foundation (2006) Both reviews are available at: www.sd-commission.org.uk/pages/edu_cayp.html.
- 2 *Every Child Matters: the next steps*. Department for Education and Skills (2004).
- 3 *The power and potential of wellbeing indicators: Measuring young people's wellbeing in Nottingham*. new economics foundation (2004).
- 4 *Child poverty in perspective: an overview of child wellbeing in rich countries*. UNICEF (2007).
- 5 For a fuller picture please see *Double Dividend: promoting good nutrition and sustainable consumption through healthy school meals*. Sustainable Development Commission and National Consumer Council, available at: www.sd-commission.org.uk/publications/downloads/Double_Dividend.pdf
- 6 *Healthy and sustainable: the NHS as a good corporate citizen*. Sustainable Development Commission (2007).
- 7 Huby M and Bradshaw J, A review of the environmental dimension of children's wellbeing (Vol. I). York University (2006) and Steuer N, Thompson S and Marks N, A review of the environmental dimension of children and young people's wellbeing (Vol. II) new economics foundation (2006). Both reviews are available at: www.sd-commission.org.uk/pages/edu_cayp.html
- 8 *Securing the Future: delivering UK sustainable development*. HMG (2005).
- 9 Stern review: *The economics of climate change*. HM Treasury (2006). Available at: www.hm-treasury.gov.uk/independent_reviews/stern_review_economics_climate_change/stern_review_report.cfm.
- 10 *Securing the Future: delivering UK sustainable development*. HMG (2005) p. 16.
- 11 *Children's health and environment: A review of the evidence*. World Health Organization Regional Office for Europe and European Environment Agency (2002).
- 12 Ibid.
- 13 Gauderman, WJ et al., *Effect of exposure to traffic on lung development from 10 to 18 years of age: a cohort study*. The Lancet (early online publication) 26th January 2007.
- 14 *The Urban Environment* produced by the Committee on the medical effects of air pollutants. Royal Commission on Environmental Pollution, TSO (2007).
- 15 Huby M and Bradshaw J, A review of the environmental dimension of children and young people's wellbeing (Vol I) York University (2006) available at: www.sd-commission.org.uk/pages/edu_cayp.html
- 16 Brunton G, Oliver S, Oliver K and Lorenc T, A synthesis of research addressing children's, young people's and parents views of walking and cycling for transport. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London (2006).
- 17 Mendell MJ and Heath GA, *Do indoor pollutants and thermal conditions in schools influence student performance? A critical review of the literature*. Indoor Air (2005) 15 (1): 27-52, 2005.
- 18 Asher, M.I. et al., *Worldwide time trends in the prevalence of asthma, allergic rhinoconjunctivitis, and eczema in childhood: ISAAC phases one and three repeat multi-country cross-sectional surveys*. The Lancet (2006) 368, 733-743.
- 19 *Children's health and environment: A review of the evidence*. World Health Organization Regional Office for Europe and European Environment Agency (2002).
- 20 *Social Trends* no. 37. National Statistics (2007). Available online at: www.statistics.gov.uk/downloads/theme_social/Social_Trends37/Social_Trends_37.pdf and *Valuing the benefits of cycling: a report to Cycling England*. SQW (2004).
- 21 *Sustainable development indicators in your pocket* 2006. Defra and National Statistics (2006).
- 22 *Social Trends* no. 37. National Statistics (2007). Available online at: http://www.statistics.gov.uk/downloads/theme_social/Social_Trends37/Social_Trends_37.pdf
- 23 *Summary of intelligence on physical activity*. Department of Health (2004). Accessed online 2 April 2007.
- 24 *Unfit for purpose: how car use fuels climate change and obesity*. Institute for European Environmental Policy (2007).
- 25 *Walking and cycling Links to Schools*. Department for Transport, Cycling England & Sustrans (2006).

- 26 Pretty J, Peacock J, Sellens M, Griffin M, *The mental and physical health outcomes of green exercise*. International Journal of Environmental Health Research (2005) 15(5): 319-337.
- 27 Taylor AF, Wiley A, Kuo FE, and Sullivan WC, *Coping with ADD: the surprising connection to green play settings*. Environment and Behaviour (2001) 33(1): 54-77.
- 28 Valent F et al., *Burden of disease attributable to selected environmental factors and injury among children and adolescents in Europe*. The Lancet (2004) 363, pp 2032-2039.
- 29 *Bike It: project review*. Sustrans (2005).
- 30 Dummer TJ, Dickinson HO and Parker L, *Adverse pregnancy outcomes around incinerators and crematoriums in Cumbria, north west England*. Journal of Epidemiology and Community Health (2003) 57: 456-461.
- 31 *Children's health and environment: A review of the evidence*. World Health Organization Regional Office for Europe and European Environment Agency (2002).
- 32 Davis A and Jones L *Environmental constraints on health: listening to children's views*. Health Education Journal (1996) 55: 363-374.
- 33 O'Brien M, Jones D, Sloan D and Rustin M, *Children's independent spatial mobility in the urban public realm*. Childhood (2002) 7(3): 253-277.
- 34 Hillman MJ, Adams J and Whitelegg J, *One False Move: A study of children's independent mobility*. London: Policy Studies Institute (1990).
- 35 Shaw M, Thomas B, Davey Smith G and Dorling D, *The grim reaper's road map: an atlas of mortality in Britain*. Policy Press (2008).
- 36 *Making the connections: final report on transport and social exclusion*. London, Social Exclusion Unit (2003).
- 37 Bly, Dix, and Stephenson, *Comparative study of European child pedestrian exposure and accidents*. Department for Transport and the Regions (1999). and *What works in preventing unintentional injuries in children and young adolescents*. National Institute for Health and Clinical Excellence (2001).
- 38 Hillman M, *Curbing children's social and emotional development: An unrecognized outcome of parental fears*. Journal of Contemporary Health (1999/2001) 8, pp. 38-42.
- 39 *Road Casualties Great Britain 2003: Annual Report*. Department for Transport, TSO (2003).
- 40 Kuo F E and Sullivan W C, *Environment and crime in the inner city: Does vegetation reduce crime?* Environment and Behavior (2001) 33, 343-367.
- 41 Davis A and Jones L, *Environmental constraints on health: listening to children's views*. Health Education Journal (1996) 55: 363-374.
- 42 *Attitudes to climate change – youth sample*. Department for Environment, Food and Rural Affairs (2006). Available online at: www.climatechallenge.gov.uk/multimedia/climate_change_toplevels_YOUTH.pdf
- 43 Evans GW, Lercher P, Meis M, Ising H and Kofler WW, *Community noise exposure and stress in children*. Journal of the Acoustical Society of America (2001) 109(3): 1023-1027.
- 44 Stansfeld SA, Berglund B, Clark C, Lopez-Barrio I, Fischer P, Ohrstrom E, Haines MM, Head J, Hygge S, Van Kamp I and Berry BF, *Aircraft and road traffic noise and children's cognition and health: a cross-national study*. Lancet (2005) 365(9475): 1942-1949.
- 45 Lercher P, Evans GW, Meis M and Kofler W W, *Ambient neighbourhood noise and children's mental health*. Occupational and Environmental Medicine (2002) 59(6): 380-386.
- 46 Sheild B, Dockrell J, Jeffrey R and Tachmatzidis I, *The effects of noise on the attainments and cognitive performance of primary school children*. South Bank University and Institute of Education (2002).
- 47 Fjortoft I, *Landscape as Playscape: the effects of natural environments on children's play and motor development*. Children, Youth and Environments (2004) 14(2): 21-44.
- 48 Kunzli N, McConnell R, Bates D, Bastain T, Hricko A, Lurmann F, Avol E, Gilliland F and Peters J, *Breathless in Los Angeles: The exhausting search for clean air*. American Journal of Public Health (2003) 93(9): 1494-1499.
- 49 Hartig T, Evans GW, Jamner LD, Davis DS and Gärling T *Tracking restoration in natural and urban field settings*. Journal of Environmental Psychology (2003) 23, pp. 109-123.
- 50 Goldberg ME, Gorn GJ, Peracchio LA and Bamossy G, *Understanding materialism among youth*. Journal of Consumer Psychology (2003) 13, pp. 278-288.
- 51 Maan N, *The delivery of environmental play projects by the Better Play funded organizations*. Barnados, Briefing 4, (2005) www.barnados.org.uk/briefing_paper_4_-_environmental_play_.pdf Accessed 30 October 2006.
- 52 *Forest school evaluation project*. new economics foundation (2003).
- 53 McInroy N and McDonald S, *From Community Garden to Westminster: Active Citizenship and the Role of Public Space*. Manchester: Centre for Local Economic Strategies(2006).
- 54 Wells NM and Lekies KS, *Nature and the life course: Pathways from childhood nature experiences to adult environmentalism*. Children, Youth and Environments(2006) 16, pp. 1-24.
- 55 Barratt Hacking EC, Scott WAH, Barratt RJ, Talbot W, Nicholls D and Davies K, *Education for Sustainability: schools and their communities*, in J. Chi-Lee and M. Williams (eds) *Environmental and Geographical Education for Sustainability: cultural contexts*. New York: Nova Science Publishers Inc. (2006).
- 56 *Attitudes to climate change: youth results*. Department for Environment, Food and Rural Affairs (2006).
- 57 *Sustainable Schools for Pupils, Communities and the Environment: Government Response to the Consultation on the Sustainable Schools Strategy*. Department for Education and Skills (2006).
- 58 *Stern review: The economics of climate change*. HM Treasury (2006) available at: www.hm-treasury.gov.uk/independent_reviews/stern_review_economics_climate_change/stern_review_report.cfm
- 59 *Tackling child obesity – first steps*. National Audit Office, Healthcare Commission and Audit Commission (2006).

- 60 Kaplan S, *The restorative benefits of nature: toward an integrative framework*. Journal of Environmental Psychology (1995) 15(3): 169-182.
- 61 Taylor AF, Wiley A, Kuo FE, and Sullivan WC, *Coping with ADD: the surprising connection to green play settings*, Environment and Behaviour (2001) 33(1): 54-77.
- 62 *Child poverty in perspective: an overview of child wellbeing in rich countries*. UNICEF (2007).
- 63 *Chasing Progress: Beyond measuring economic growth*. new economics foundation (2004).
- 64 Layard R, *Happiness: lessons from a new science*. Penquin Books (2005).
- 65 *Children's health and environment: A review of the evidence*. World Health Organization Regional Office for Europe and European Environment Agency (2002).
- 66 Huby M and Bradshaw J, *A review of the environmental dimension of children and young people's wellbeing (Vol I)* York University (2006) available at: www.sd-commission.org.uk/pages/edu_cayp.html
- 67 Comment made by a participant during a local authority visit as part of the Every Child's Future Matters project (October 2006).
- 68 Phrase used by Secretary of State for Transport, Douglas Alexander, reported by the BBC at <http://news.bbc.co.uk/1/hi/england/5115906.stm> Accessed 3 April 2007.
- 69 Livingstone S, *Implications for Children and Television of the Changing Media Environment: A British and European Perspective*, Washington (1999). Available at www.lse.ac.uk/collections/media@lse/pdf/091001_childrentv.pdf
- 70 *Children's health and environment: A review of the evidence*. World Health Organization Regional Office for Europe and European Environment Agency (2002).
- 71 *Walking and cycling Links to Schools*. Department for Transport, Cycling England & Sustrans (2006).
- 72 *Extended schools: access to opportunities*. Department for Education and Skills (2005).
- 73 Department for Transport website. Accessed 22 March 2007.
- 74 *Changing lanes: evolving roles in road safety*. Audit Commission (2007).
- 75 *Manual for Streets*. Welsh Assembly Government, Department of Communities and Local Government and Department for Transport (2007) p. 63. Available online at: www.communities.gov.uk/pub/205/ManualforStreets_id1509205.pdf
- 76 *Sustainable Schools for Pupils, Communities and the Environment: Government Response to the Consultation on the Sustainable Schools Strategy*. Department for Education and Skills (2006).
- 77 Lord P, Wilkin A, Kinder K, Murfield J, Jones M, Chamberlain T, Easton C, Martin K, Gulliver C, Paterson C, Ries J, Moor H, Stott A, Wilkin C and Stoney S, *Analysis of Children and Young People's Plans*. Slough, UK: National Foundation for Educational Research (2006).
- 78 Steuer N, Thompson S and Marks N, *A review of the environmental dimension of children and young people's wellbeing (Vol. II)* new economics foundation (2006) p. 9.
- 79 *Stern review: The economics of climate change*. HM Treasury (2006) available at: www.hm-treasury.gov.uk/independent_reviews/stern_review_economics_climate_change/stern_review_report.cfm
- 80 *Sustainable Communities: a shared agenda, a share of the action*, Defra/LGA (2006).
- 81 Steuer N, Thompson S and Marks N, *A review of the environmental dimension of children and young people's wellbeing (Vol. II)* new economics foundation (2006).
- 82 *Inspection of children's services: key judgements and illustrative evidence*. Ofsted (2005).
- 83 Brunton G, Oliver S, Oliver K and Lorenc T, *A synthesis of research addressing children's, young people's and parents views of walking and cycling for transport*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London (2006).
- 84 *Social Trends no. 37*. National Statistics (2007). Available online at: www.statistics.gov.uk/downloads/theme_social/Social_Trends37/Social_Trends_37.pdf
- 85 *Walking and cycling Links to Schools*, Department for Transport, Cycling England & Sustrans (2006).
- 86 *Embedding sustainability into Local Area Agreements*. London Sustainability Exchange, Sustainable Development Commission and Government Office for London (2006).
- 87 For a fuller picture please see *Double Dividend: promoting good nutrition and sustainable consumption through healthy school meals*. SDC and NCC. Available at: www.sd-commission.org.uk/publications/downloads/Double_Dividend.pdf
- 88 *The urban environment*. Royal Commission on Environmental Pollution, TSO (2007).
- 89 *Statutory guidance on inter-agency cooperation to improve the wellbeing of children: children's trusts*. Department for Education and Skills (2005).
- 90 *Strong and prosperous communities – the local government white paper*. Department of Communities and Local Government (2006).
- 91 Kaplan S, *The restorative benefits of nature: toward an integrative framework*. Journal of Environmental Psychology (1995) 15(3): 169-182.
- 92 Hartig T, Evans GW, Jamner LD, Davis DS and Gärling T, *Tracking restoration in natural and urban field settings*. Journal of Environmental Psychology (2003) 23, pp.109-123.
- 93 *Greens never tasted so good*. Guardian (November 21, 2006) <http://education.guardian.co.uk/egweekly/story/0,1952837,00.html> Accessed 8 March 2007.
- 94 *Children and young people's views on The London Plan: climate change*. National Children's Bureau (2007) p.15.
- 95 *Review of the Traffic Calming Schemes in 20mph Zones*. Transport Research Laboratory (1996).
- 96 *Jigsaw cities: big places small spaces*. Power A and Houghton J, The Policy Press (2007).
- 97 *Evaluation of the impact of community wardens*. Scottish Executive, Social Research (2007) p.185.
- 98 *Children and young people's views on The London Plan: climate change*. National Children's Bureau (2007) p.12.

- 99 Ibid.
- 100 *Forest schools in Norfolk: pilot study report and evaluation*. Norfolk County Council (2005) p. 8.
- 101 Sinnott J, *Healthy schools and improvements in standards*. Wired for Health: www.wiredforhealth.gov.uk/Word/improved_standards_05.doc Accessed 12 March 2007.
- 102 *Sustainable Schools: For pupils, communities and the environment*. Department for Education and Skills (2006).
- 103 *Education outside the classroom: an assessment of activity and practice in schools and local authorities*. National Foundation for Educational Research (2006).
- 104 *Environment-based education: creating high performance schools and students*. The National Environmental Education & Training Foundation, Washington DC (2000) p. 10.
- 105 Ibid, p. 9.
- 106 *The urban environment*, Royal Commission on Environmental Pollution, TSO (2007).
- 107 Gehl J, *Public spaces for a changing public life*. Speech for an Open Space conference on inclusive environments (2004). Accessed online 28 March 2007.
- 108 Huby M and Bradshaw J, *A review of the environmental dimension of children and young people's wellbeing* (Vol I) York University (2006) p. 39. Available at: www.sd-commission.org.uk/pages/edu_cayp.html
- 109 *Tackling vandalism and other criminal damage*. Home Office (2006).
- 110 Reynolds V, *Wellbeing comes naturally: an evaluation of the BTCV Green Gym at Portslade East Sussex*. Oxford Brookes University, Oxford Centre for Health Care Research & Development (2002).
- 111 *Tackling youth vandalism*. Home Office (2006).
- 112 *Schools for the future: designing school grounds*. Department for Education and Skills (2006).
- 113 Rickinson M, Dillon J, Teamey K, Morris M, Choi M Y, Sanders D and Benefield P, *A Research Review of Outdoor Learning*. Shrewsbury, UK: Field Studies Council (2004).
- 114 Taylor AF, Wiley A, Kuo FE, and Sullivan WC, *Coping with ADD: the surprising connection to green play settings*, *Environment and Behaviour* (2001) 33(1): 54-77.
- 115 *Children and young people's views on The London Plan: climate change*. National Children's Bureau (2007) p. 6.
- 116 *Household Energy Efficiency*. Parliamentary Office of Science and Technology (2005). www.parliament.uk/documents/upload/postpn249.pdf Accessed 25 February 2007.
- 117 Energywatch press release (March, 2006) www.energywatch.org.uk/media/news/show_release.asp?article_id=954 Accessed 8 February 2007.
- 118 *The future leaders survey 2006/07*. Forum for the Future (2007). Available online at: www.forumforthefuture.org.uk/docs/page/165/495/Futureleaders0607.pdf
- 119 Robertson M and Walford R, *Views and visions of land use in the UK*. *The Geographical Journal* (2000) 166(3): 239-254.
- 120 *Children's health and environment: A review of the evidence*. World Health Organization Regional Office for Europe and European Environment Agency (2002).
- 121 *Quality of life report: noise*. Hertfordshire county council (2006) p. 2. <http://enquire.hertscc.gov.uk/qol/2006/noise06.pdf> Accessed 19 April 2007.
- 122 *Children and young people's views on The London Plan: climate change*. National Children's Bureau (2007) p. 15.
- 123 *Securing the Future: delivering UK sustainable development strategy*. HMG (2005).
- 124 Local authority participant during an *Every Child's Future Matters* workshop (October 2007).
- 125 Power A, Houghton J, *Jigsaw cities: big places, small spaces*. The Policy Press (2007).
- 126 MacNeill SJ, Goddard F, Pitman R, Tharme S and Cullinan PR, *Childhood wheeze, peak flow and the Oxford transport strategy*. *Thorax* (2006) 61(ii26) (Abstract S069).
- 127 *Travel To School*. National Statistics (2007). Access online at www.statistics.gov.uk/cgi/nugget.asp?id=1576 Accessed 16 April 2007.
- 128 Some of whom are included in *Sustainable Schools for Pupils, Communities and the Environment: Government Response to the Consultation on the Sustainable Schools Strategy*. Department for Education and Skills (2006).
- 129 *English Nature Position Statement*. English Nature website: www.english-nature.org.uk/news/statement.asp?ID=45 Accessed 5 March 2007. and Comment made by a trustee at Board Meeting of an urban Community Trust organisation in London, Stockwell Partnership, 2007.
- 130 *Parks and green space strategy*. Barking and Dagenham (2005).
- 131 Some of whom are included in *Sustainable Schools for Pupils, Communities and the Environment: Government Response to the Consultation on the Sustainable Schools Strategy*. Department for Education and Skills (2006).
- 132 Earth Policy Institute, *Setting the record straight: more than 52,000 Europeans died from heat in summer 2003*. www.earth-policy.org/Updates/2006/Update56.htm Accessed 3 May 2007.
- 133 *Uncertainty, Risk and Dangerous Climate Change*: Recent research on climate change science from the Hadley Centre (2006).
- 134 Some of whom are included in *Sustainable Schools for Pupils, Communities and the Environment: Government Response to the Consultation on the Sustainable Schools Strategy*. Department for Education and Skills (2006).
- 135 *Inspection of children's services: key judgements and illustrative evidence*. Ofsted (2005).

- 136** The power to promote wellbeing is provided by Part 1 of the Local Government Act 2000. Further information is available at: www.communities.gov.uk/index.asp?id=1133748
- 137** Blair F and Evans B, *Seeing the bigger picture: delivering local sustainable development*. Joseph Rowntree Foundation, Sustainable Development Commission and Northumbria University Sustainable Cities Research Institute (2004).
- 138** Local authority participant during an *Every Child's Future Matters* workshop (October 2006).
- 139** Local Authority Feedback and Summary as part of the *Every Child's Future Matters* workshops (October, 2006).
- 140** Steuer N, Thompson S and Marks N, *A review of the environmental dimension of children and young people's wellbeing* (Vol. II) new economics foundation (2006).
- 141** *Strong and prosperous communities – the local government white paper*. Department of Communities and Local Government (2006).

Additional endnotes 2010 edition

- i** DCSF's *Statutory Guidance on Co-operation Arrangements, including the Children's Trust Board and the Children and Young Peoples Plan* (2010). www.everychildmatters.gov.uk
- ii** DCSF (2007) *The Children's Plan: Building Better Futures*. DCSF.
- iii** DCSF (2007) *The Children's Plan: Building Better Futures*. DCSF.
- iv** DCSF's *Brighter Futures – Greener Lives: Sustainable Development Action Plan: 2008-2010*. www.dcsf.gov.uk/aboutus/sd/docs/SustainableDevActionPlan_2008.pdf
- v** DCSF's Sustainable Development Action Plan (2010-2012). www.dcsf.gov.uk/aboutus/sd/actionplan.shtml
- vi** DCSF's *Statutory Guidance on Co-operation Arrangements, including the Children's Trust Board and the Children and Young Peoples Plan* (2010). www.everychildmatters.gov.uk
- vii** The Cabinet Office's *The wider costs of transport in English urban areas in 2009*. www.cabinetoffice.gov.uk/media/307739/wider-costs-transport.pdf
- viii** DfT's Call for comments on revision of DfT's speed limit circular (including use of 20mph): www.dft.gov.uk/pgr/roadsafety/speed-limits/pdf/guidance.pdf
- ix** Children's Statement on Climate Change (2010) <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01142-2009&>
- x** DCSF's *Statutory Guidance on Co-operation Arrangements, including the Children's Trust Board and the Children and Young Peoples Plan* (2010). www.everychildmatters.gov.uk
- xi** *Education for sustainable development: improving schools – improving lives*. Ofsted, December 2009.
- xii** *Schools and sustainability: A climate for change?* Ofsted, May, 2008
- xiii** Sustainable development: Briefing for section 5 inspectors. Ofsted, January 2010.
- xiv** DCSF, *Your Child, Your Schools, Our Future: Building a 21st Century Schools System* (2009) www.dcsf.gov.uk/21stcenturyschoolssystem
- xv** The Apprenticeships, Skills, Children and Learning Act 2009. www.dcsf.gov.uk/apprenticeshipsskillschildrenandlearningact

Many thanks to the following people for their great help in creating the images for this report:

Emma Murray at The Village Sure Start Children's Centre in Folkestone.

Gwen Wilkinson and Wendy Catterick at KRAN Riverside Youth Centre in Canterbury.

Matthew Tithecott at Supported Learning, Canterbury College.



Sustainable
Development Commission

England

(Main office)

55 Whitehall
London SW1A 2HH

0300 068 6305

enquiries@sd-commission.org.uk

Scotland

Osborne House
1 Osborne Terrace
Edinburgh EH12 5HG

0131 625 1880

Scotland@sd-commission.org.uk

www.sd-commission.org.uk/scotland

www.sd-commission.org.uk

Wales

Room 1, University of Wales
University Registry
King Edward VII Avenue
Cardiff CF10 3NS

029 2037 6956

Wales@sd-commission.org.uk

www.sd-commission.org.uk/wales

Northern Ireland

Room E5.11, Castle Buildings
Stormont Estate
Belfast BT4 3SR

028 9052 0196

N.Ireland@sd-commission.org.uk

www.sd-commission.org.uk/northern_ireland